

# Boston College Bulletin

University General Catalog 1973-74

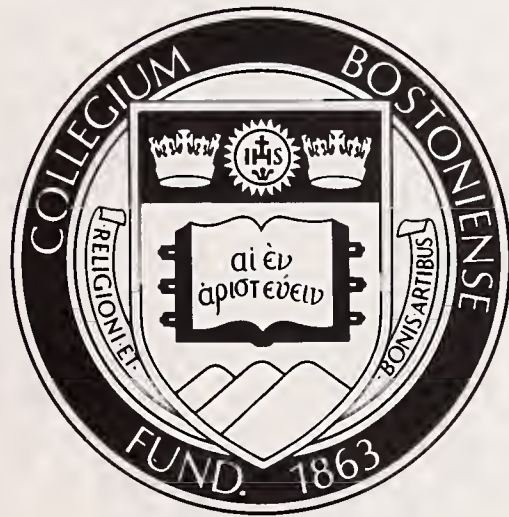
April 15, 1973





# Boston College Bulletin

University General Catalog 1973-74



**Boston College  
University Heights  
Chestnut Hill, Massachusetts 02167**

## **Boston College Bulletin**

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives

**Volume XLV, Number 4, April 15, 1973**

for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published five times a year in January; March; twice in April; August.

Second class postage paid at Boston, Massachusetts. Published by Boston College, Chestnut Hill, Massachusetts 02167, telephone (617) 969-0100.

Postmaster: send PS Form 3541 and all address corrections to the Office of the University Registrar.







# TABLE OF CONTENTS

## BOSTON COLLEGE

The University . . . . .	1
Accreditation . . . . .	1
The Libraries . . . . .	1
Academic Calendar . . . . .	1

## UNDERGRADUATE EDUCATION

Admissions Information . . . . .	3
Academic Regulations . . . . .	4
Special Study Programs . . . . .	5

## COLLEGE OF ARTS AND SCIENCES

Academic Regulations . . . . .	8
Special Academic Programs . . . . .	10
Biology . . . . .	10
Chemistry . . . . .	11
Classical Studies . . . . .	11
Economics . . . . .	11
English . . . . .	11
Fine Arts . . . . .	11
Geology and Geophysics . . . . .	12
Germanic Studies . . . . .	12
History . . . . .	12
Linguistics . . . . .	13
Mathematics . . . . .	13
Philosophy . . . . .	13
Physics . . . . .	13
Political Science . . . . .	14
Psychology . . . . .	14
Romance Languages and Literatures . . . . .	14
Russian . . . . .	15
Slavic Studies . . . . .	15
Sociology . . . . .	15
Speech Communication and Theatre . . . . .	15
Theology . . . . .	15

## SCHOOL OF EDUCATION

Requirements for the Degree . . . . .	16
Academic Regulations . . . . .	16
Special Academic Programs . . . . .	16
Elementary Education . . . . .	16
Special Education . . . . .	17
Secondary Education . . . . .	17
Early Childhood . . . . .	17
Urban Education . . . . .	17

## SCHOOL OF MANAGEMENT

Objectives of the School of Management . . . . .	18
Requirements for the Degree . . . . .	18
Academic Regulations . . . . .	19
Special Academic Programs . . . . .	19
Accounting . . . . .	20
Administrative Sciences . . . . .	20
Computer Sciences . . . . .	21
Economics . . . . .	21
Finance . . . . .	21

General Business . . . . .	22
Marketing . . . . .	23

## SCHOOL OF NURSING

Philosophy and Objectives . . . . .	24
Requirements for the Degree . . . . .	24
Registered Nurse Candidates . . . . .	25
Academic Regulations . . . . .	25
Special Academic Programs . . . . .	26
General Information . . . . .	26

## EVENING COLLEGE OF ARTS AND SCIENCES AND BUSINESS

### ADMINISTRATION

Day Courses . . . . .	28
Degree Programs . . . . .	28

## GRADUATE EDUCATION

### GRADUATE SCHOOL OF ARTS AND SCIENCES

Master's Programs . . . . .	29
Doctor's Programs . . . . .	30
Biology . . . . .	34
Chemistry . . . . .	35
Classical Studies . . . . .	35
Economics . . . . .	35
Education . . . . .	36
English . . . . .	42
Geology and Geophysics . . . . .	44
Germanic Studies . . . . .	44
History . . . . .	44
Mathematics . . . . .	46
Mathematics Institute . . . . .	47
Nursing . . . . .	47
Philosophy . . . . .	48
Physics . . . . .	48
Political Science . . . . .	49
Psychology . . . . .	50
Romance Languages and Literatures . . . . .	50
Slavic and Eastern Languages . . . . .	52
Sociology . . . . .	53
Theology . . . . .	53
Special Programs . . . . .	53
Center for East Europe, Russia and Asia . . . . .	53
Weston Observatory . . . . .	53

### SCHOOL OF MANAGEMENT

The M.B.A. Program . . . . .	54
Degree Requirements . . . . .	54
Common Body of Knowledge Courses . . . . .	55
Elective Offerings and Concentrations . . . . .	55
Some Features of the Program . . . . .	56
Admission to the M.B.A. Program . . . . .	57
General Information . . . . .	58

### GRADUATE SCHOOL OF SOCIAL WORK . . . . .

### LAW SCHOOL . . . . .

## SUMMER SESSION

### GENERAL INFORMATION

Tuition and Fees . . . . .	63
Financial Aid . . . . .	64
Services and Assistance to Students . . . . .	66
Residence Accommodations . . . . .	66

### ADMINISTRATION AND FACULTY . . . . .

### DESCRIPTION OF COURSES . . . . .

### DIRECTORY AND OFFICE LOCATIONS . . . . .





# Boston College

## The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States. The University affords equal academic opportunity to every individual and does not discriminate against any applicant because of sex, race, age, color, or national origin.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

## Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Association of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

## The Libraries

There is close correlation between independent library use and knowledge of library resources. In order to become acquainted, students are encouraged to seek the assistance of the reference librarians in the main and branch libraries and to learn the main outlines of the Library of Congress

classification system. Bapst Central Library hours are 8:30 a.m. to 11:00 p.m. Monday through Friday and, on Saturday and Sunday, 11:00 a.m. to 11:00 p.m. Branches vary somewhat and inquiry should be made.

Of the twelve departments engaged in Ph.D. level work nine depend for their library support on Bapst Central Library, which contains close to 500,000 volumes. The total holdings of the Boston College libraries number approximately 900,000 volumes.

The Weston College Library in Cambridge contains an excellent collection in graduate theology and is most useful to Boston College students who are members of the consortium known as the Boston Theological Institute.

The Law Library in More Hall has a collection in excess of 100,000 volumes. It is particularly strong in research materials on legislation of the courts of last resort and intermediate courts of the United States, the United Kingdom, and Canada, as well as a growing collection of international legal materials. Loose leaf services are liberally provided. Legal students will find valuable support materials in Bapst Central Library as well as in the branch libraries.

The School of Management Library in Fulton Hall has a wide collection in the field of business administration in both periodical and monographic works, and in corporate reports and financial advisories. In addition, the Management Library houses the extensive collection of the Department of Economics.

The School of Nursing Library contains one of the most outstanding collections in the country. Because much of the graduate work involves study of psychiatric nursing; there is a large collection of psychiatric and psychological books and journals.

The Science Library in Devlin Hall serves the departments of biology, chemistry, mathematics, and physics. The collection numbers over 40,000 and is particularly rich in periodicals and scientific indices. Additional materials are available to students through the facilities of a satellite library at the Geophysics Laboratory in the town of Weston. Extensive supportive materials of Bapst Central Library are especially helpful to students interested in the history and philosophy of science.

Boston College Graduate School of Social Work Library in McGuinn Hall serves the specific needs of the faculty and professional social work trainees. The collection contains approximately 15,000 bound volumes, 200 periodical titles, and student theses covering the major areas of social work. Government and voluntary agency publications comprise much of the unbound collection.

## Academic Calendar 1973-1974

### First Semester

Sept.	4	Tuesday: Freshman Orientation begins
Sept.	7	Friday: Faculty Convocation
Sept.	10	Monday: Classes begin
Oct.	8	Monday: Columbus Day — no classes
Oct.	22	Monday: Veterans Day — no classes
Nov.	21	Wednesday: Thanksgiving holidays begin at noon
Dec.	17-22	Monday-Saturday: Term examinations

### Second Semester

Jan.	14	Monday: Classes begin
Feb.	18	Monday: Washington's birthday — no classes
Mar.	8	Friday: President's Day — no classes
Mar.	11-15	Monday-Friday: Spring vacation
Apr.	11-15	Holy Thursday — Easter Monday: Easter recess
May	1	Wednesday: No classes
May	2-10	Term examinations
May	27	Monday: Commencement







# Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for mankind, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

## Admissions Information

Boston College is an academic community whose doors are open to men and women of all races, colors, and national origins.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

## Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	2
Algebra	2
Plane Geometry	1
Other Standard Courses	

In addition, majors in science, mathematics, pre-medicine, and pre-dentistry must have:

Science (Biology, Chemistry, Physics)	2
Trigonometry	½

Applicants to the School of Nursing must complete two years of science (Biology, Chemistry, Physics).

## Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

Scholastic Aptitude Test (SAT)

Achievement Tests in:

1. English
2. Mathematics Level I or II
3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. Junior year Achievement Tests (March, May or July), particularly in subjects terminating in the eleventh grade, may be used with or substituted for senior tests in meeting the requirement of three Achievement Tests.

The Committee on Admissions will select the best combination of test scores when evaluating an application.

## Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit the following credentials:

1. A letter from the candidate stating his reason for transfer to Boston College.
2. A complete official transcript of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.
3. A course catalogue from the applicant's college or university.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Although most admissions-in-transfer are granted only for the fall term beginning in September, a limited number of spring semester transfers are admitted in January. Transfer students must complete at least two years at Boston College in order to qualify for a Boston College degree.

Transfers to the School of Nursing, to be granted advanced standing, must have completed one year of Anatomy-Physiology, and at least one semester of Chemistry. These requirements may be fulfilled during the summer prior to registration at Boston College.

Supporting credentials for applicants-in-transfer must be received no later than December 1 for admission in January and no later than June 1 for admission in September. Applications will be accepted after this date, depending upon the availability of space. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

## Special Students

The Office of Undergraduate Admissions at Boston College admits only those persons who wish to be enrolled as full-time day students. Those students who wish to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 317, Boston College, Chestnut Hill, Massachusetts 02167.

## Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Successful performance on any of these tests will earn valid academic credit and will also fulfill requirements in certain course areas at the college level. These tests may not be used, however, to reduce course load or to accelerate a student's program except when the student has been granted sophomore standing. A student's superior performance on three or more Advanced Placement Tests could secure his admission to Boston College with sophomore standing.



Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are requested to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

Academic Regulations

University Core Requirements

The minimum liberal education CORE requirement to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following. For specific CORE requirements of the various schools and departments, students should consult the appropriate sections of this Bulletin:

- 2 in History
- 2 in either Natural Science or Mathematics
- 2 in Philosophy
- 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
- 2 in Theology
- 2 in any one of the following cluster areas:
  - a) English
  - b) Foreign Languages or Culture
  - c) Fine Arts, Music, Speech Communication and Theatre

Grading Scale

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

While the grade I (incomplete) is not recorded for undergraduates, Boston College recognizes that under unusual circumstances (e.g., extended illness), a limited extension of time beyond the end of the semester in which a course was initiated may be warranted. This can be accomplished with permission of the professor involved after consultation with the Associate Dean of his undergraduate college. The professor will establish the criteria and time limits for completion of the work. Normally, extensions will not extend beyond the end of the semester following that in which the course was initiated.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used: 96, 92, 88, 85, 82, 78, 75, 72, 68, 65, 62, 55. The ranges included by each of the twelve letter grades are as follows:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	E	below 60

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

The Dean's List

The Dean's List, published at the end of each semester, ranks students according to their average for the semester in three groups: First Honors (92.0 or above), Second Honors (88.0-91.9), and Third Honors (84.0-87.9).

Degree with Honors

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors; and *cum laude*, with Honors. Only grades earned while a student is in the graduating college are employed as a basis for awarding a degree with Honors. At least two full academic years must be spent in the graduating college to establish eligibility for a degree with Honors.

Absence From A Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If in particular courses announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his family should call the Office of the Associate Dean of his college as soon as the prospect of extended absence becomes clear.

Changes Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until April to initiate this process; other classes usually make inquiries in November or in April.

Students wishing to change or add a major concentration initiate the process in the Dean's Office at an announced date about a month prior to a new semester or during the first two weeks of class.

The college administration involved in these procedures are:

College of Arts and Sciences	Dean McMahon	Gasson 105
	Dean Wangler	Gasson 105
School of Education	Dean Martin	Campion 301
School of Management	Dean Cronin	Fulton 304
School of Nursing	Dean Dineen	Cushing 203

Withdrawal From Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form available in the University Registrar's Office and consult the proper college administrator as indicated on the form.



In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

## **Leave of Absence or Special Study Program**

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar's Office and consult the proper college administrator as indicated on the form.

To assure reenrollment for a particular semester following a leave of absence or participation in a special study program, students must notify the University Registrar's Office of their intention at least six weeks in advance of the start of that semester.

## **Readmission**

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

## **Special Study Programs**

### **Black Studies**

The Black Studies Program at Boston College has developed along interdisciplinary lines, allowing students to examine a variety of approaches to solving problems faced by the Black community. Courses related to the Black experience are in varied departments of the university. The Black Studies Committee is in the process of expanding the Program so that courses will be included in all areas relevant to the Black experience.

Boston College also has a cross-registration program with Boston University, Massachusetts Institute of Technology, Simmons College, and University of Massachusetts (Boston). Under this program students are allowed to take Black Studies courses which are not offered at Boston College.

### **Cross-Registration Program**

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at Boston University, Brandeis University, Hebrew College, Newton College of the Sacred Heart, Pine Manor Junior College, Regis College, Tufts University or in the Afro-American Studies Program at Boston University, Massachusetts Institute of Technology, Simmons College, University of Massachusetts (Boston), if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form to participate in it are available in the University Registrar's Office, Lyons 101.

### **Junior Year Abroad**

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student

within a foreign educational structure. Provided he has the necessary language preparation, the student is free to choose the country and university where he wishes to study. Where there is an established and supervised program in the university of the student's choice, it is suggested that he take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because some foreign universities require a very early registration. To be eligible, a student must have at least a B (84.0) grade in his major field, approximately the same grade in general average, and the approval of the Dean of his college. All applications are processed through the Office of the Junior Year Abroad Program. The student must consult the chairman of the department of his major field for a program of studies to meet the requirements of his field of concentration and the collegiate degree. Students are encouraged to spend their Junior year in foreign study, especially those majoring in foreign languages, social sciences, international studies and developing programs in education for teacher training. The student is encouraged to prepare for examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. The student may be asked to submit written evidence of work done abroad and to take an oral examination for certification of credit.

### **Environmental Center**

Courses concerned with a variety of aspects of the environment are offered by faculty members from many departments and schools. Students in such courses commonly engage in research projects which utilize resources of the Center.

The Boston College Environmental Center (BCEC) is not a department in itself, but is a University resource having its own staff set up to serve the programs of the various departments and schools.

The undergraduate majoring in a particular academic discipline may develop a related concentration in environmental studies by selecting courses from several environmental areas. This concentration will be entered on the student's transcript.

Faculty members and students may participate in environmental and other interdisciplinary research projects such as the Lake Cochituate Watershed Study. During the past two years the National Science Foundation (NSF) has funded a student-directed research project on the lake. Additionally, the Center's *Environmental Forum* sponsors lectures, seminars and workshops to serve as a true forum for the exchange of ideas on the part of business and industry, environmentalists, labor, government and academe.

### **Film Study Program**

The Film Study Program provides a number of credit courses in the philosophy, research, production and understanding of motion pictures. This program is conducted in conjunction and in cooperation with the School of Education and the English, fine arts, philosophy, theology, speech



communication and theatre departments, thus enabling the student to both study film for itself and in relation to other academic subjects.

## **Law Enforcement Education Program**

The Law Enforcement Education Program gives qualified men and women of all backgrounds a unique opportunity to work for a safer, more just America. The Program's goal is to improve the Nation's criminal justice system by helping to professionalize fully its personnel. The skills that can be gained by college training are needed today by police departments, correctional agencies, and the courts more than at any other time in our history.

Boston College offers an interdisciplinary program in law enforcement, individually tailored to suit the aims and needs of the students, graduate or undergraduate. Eligible are full-time students enrolled in a graduate or undergraduate program leading to a degree or certificate in a program of study related to law enforcement. A minimum of 15 semester credit-hours or their equivalent in courses *directly* related to law enforcement is required. The student must intend to pursue full-time employment in the criminal justice field upon completing his studies. A LEEP loan may provide up to \$1800 per academic year to cover tuition, fees, and related expenses.

## **Program for the Study of Peace and War**

The Program for the Study of Peace and War provides an inter-disciplinary approach to one of the most vexatious issues of our culture. Academic courses, encouraging the student to explore the issue of peace and war from myriad points of view, are offered by the Departments of Chemistry, English, Germanic Studies, History, Philosophy, Physics, Political Science, Sociology, Speech Communication and Theatre, and Theology. In addition, the Program offers a variety of symposia, films, lectures, and discussions throughout the school year.

## **The Pulse Program**

The PULSE Program began as a response to student demands for greater relevancy by attempting to correlate courses and social action project. The program has refined those initial vague directions into a program with definite orientation.

Through theoretical considerations in courses, and through social action projects, the PULSE Program aims to develop in students:

1. an increasingly critical understanding of social problems, and
2. increasingly sophisticated skills in social action and change.

**"AN INCREASINGLY CRITICAL UNDERSTANDING OF SOCIAL PROBLEMS"**

Through academic courses, students will be challenged to take a critical perspective on their culture; to examine the significance of meanings and values, myths and structures for "being human"; to raise questions of authenticity; to examine the social and historic impact of social change. Sequences of courses are offered by the Philosophy and Theology Departments. More specialized courses in other departments will follow.

The broadening perspective will facilitate students involved in social change by giving them an awareness of the complexity and implications of their task.

**"INCREASINGLY SOPHISTICATED SKILLS IN SOCIAL ACTION AND CHANGE"**

In some twenty field projects, the PULSE Program offers a range of encounters with social problems through attempts at solution. The program differs from most college social action groups in its attempts to go beyond traditional types of student involvements, and demands of students greater commitments. Such projects as Big Brother/Sister, Tutoring, and projects for multiply-handicapped children constitute initiatory experiences, where students are confronted with the social problems making these types of services necessary. The vast majority of PULSE projects are efforts to attack social problems themselves and change the conditions under which they arise.

Some of the on-going projects are:

JOSHUA CENTER — a student-run problem center

PROJECT REENTRY — assists soon-to-be-released, drug dependent inmates

FINANCING HOUSING DEVELOPMENT — develops funding prototypes for use by community groups to renovate and construct low-income housing

UNITED FUND REFORM — proposes and brings about alternatives to current fund allocations

SOUTH BOSTON COMMUNITY LIBRARY — works with existing community groups to develop a library resource

ALLSTON-BRIGHTON COMMUNITY TENANTS UNION — Organizes tenants into a union to deal with housing problems

CAMPUS SCHOOL FOR MULTIPLY-HANDICAPPED CHILDREN — offers opportunities in special education

(Projects designed by individual students may become acceptable for the program through approval of the PULSE Council.)

Each of these projects requires of a student skills peculiar to the project — legal research skills, knowledge of health and psychiatric resources, community organizing, book cataloging. In addition, as a whole, participation in these projects can be most effective when students possess skills in social change — planning, communicating, group cooperation, conflict management. The PULSE Program provides a broad range of opportunities for acquiring such skills, and hopes the student will be serious enough about work in his project to take advantage of these offerings.

Students may enter the PULSE Program as freshmen and continue through their senior year. They may participate in the same project over several semesters or move to projects treating more complex problems in conjunction with their PULSE courses. They may also work in projects on a voluntary basis. The PULSE courses are listed below; and for more detailed descriptions, see the department listings in this *Bulletin*.

## **PHILOSOPHY**

*The Core*

P1 006 — Man in Cultural Conflict

Department

P1 008 — Social Reality

Valone

*Electives*

P1 230 — Community and Human Relations

Department

P1 233 (Sc 163) — Values in Health and Welfare

Department



P1 234 – Society and Economy	Flanagan
P1 235 – Philosophy of Community 1	Flanagan
P1 236 – Philosophy of Community 11	Valone
P1 237 – Philosophy of Social Change	Blanchette
Psychology	
Ps 250 – Psychology and Social Problems	Banuazizi
Ps 251 – Seminar in Community Mental Health	Liem
Sociology	
Sc 163 (P1 233) – Values in Health and Welfare	Department
Sc 199 – Problems in Juvenile Delinquency	Alper
Theology	
Th 296 – Theology of Social Conflict	Misner
Th 579 – Future of Christianity	Lawrence

## **Slavic and East European Center**

The Slavic and East European Center at Boston College, funded by the United States Office of Education, offers an interdepartmental program of studies to prepare students for careers in the State Department, intelligence agencies, the United States Information Agency, research, college

teaching, and foreign trade. Although the Center does not offer a major, students specializing in history, economics, political science, sociology, languages, literature, philosophy, or education may earn a certificate by fulfilling certain requirements. Included among these requirements are a thesis on a subject from the Russian and East European area of study, and a final comprehensive examination. A mastery of the Russian and/or another East European language is essential.

## **Urban Affairs Program**

The Urban Affairs Program is designed to introduce the student to the analysis of the complex problems of the American city, including those of race relations, administration, poverty, welfare programs, housing, and finance. The program aims to bring together insights from each of the social sciences in an effort to arrive at a greater understanding of the problems in our cities. Students majoring in any of the five social science departments – Economics, History, Political Science, Psychology, and Sociology – may apply to the chairman of his major department for admission to the program.



# College of Arts & Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field.

The ideal of a liberal education in the arts and sciences at Boston College is to provide the student with the cultural background and the intellectual discipline that are essential to the liberal growth and mature development of his mind and career. Accordingly, a liberal education at Boston College includes courses in the core curriculum, electives in minor fields and at least eight (8) one-semester required and elective courses offered or accepted by the department in which the student is majoring.

The fields among which a student has to choose at least one major are: Art History, Biology, Chemistry, Classical Studies, Economics, English, Geology and Geophysics, Germanic Studies, History, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Sociology, Speech Communication and Theatre, and Theology. A student may choose two, and in some rare instances, three majors, but in each he must fulfill the minimum requirements set by the department and by the College of Arts and Sciences.

Early in his career at Boston College, usually toward the end of his Freshman year, each student makes his final selection of one of these fields of concentration. He is guided in his choice by a faculty advisor, the appropriate administrative officials, and the Chairman of the Department in which he is interested. The various majors or fields of concentration, whose courses make up the larger part of the student's upper divisional work, are so internally arranged as to provide the student with adequate preparation for graduate work in his major field.

## Academic Regulations

Under a curriculum adopted in the fall of 1971, all students entering the College of Arts and Sciences at Boston College follow a program of study providing flexibility in course elections and major interest as well as exposure to the major areas of the liberal arts.

### REQUIREMENTS FOR THE DEGREE

1.1 The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 70.0), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 14, comprising the core curriculum, are required of all students. Students are encouraged to complete these courses in the freshman and sophomore years.

- 2 courses in English literature
- 2 courses in History
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science or Mathematics
- 2 courses in Social Sciences (Economics, Political Science, Psychology, Sociology)
- 2 courses from any one of the following cluster areas:
  - a Foreign Languages or Culture\* (see end of this section)
  - b Fine Arts, including Communication
  - c Natural Science or Mathematics

Identification of which courses will satisfy the core in each department can be determined by contacting the department.

1.3 The remaining 24 one-semester courses are electives. Normally, the student chooses at least 8, and not more than 12, of these electives in his field of concentration (major).

\*Note: The College of Arts and Sciences permits the optional fulfillment of foreign language study requirements through the study of foreign literatures and cultures, either in the original language or in translation. Although the Council on Literature and Language recommends the study of literature in the original language, it has compiled the following list of courses on literature in translation. Further information may be obtained by consulting the catalog listings of the respective departments: Classical Studies (C1), Germanic Studies (Gm), Romance Languages and Literatures (R1), and Slavic and Eastern Languages (S1).

C1 202-203 (En 223-224) – Greek Drama in Translation

C1 208-209 (Hs 163-164) – History of Rome

C1 210-211 (P1 320-321) – Later Dialogues of Plato

C1 212-213 (P1 325-326) – The Young Aristotle

C1 214 – The Bases of Greatness

C1 215H – Archaic Greece

C1 217 (En 217) – The Ancient Epic

Gm 270 – Nietzsche and Freud

Gm 271 – War and Peace in Modern German Literature Thought

Gm 277 – Hermann Hesse and the Modern Mind

Gm 278 – Politics and Literature

R1 319 – Cultural Background to Italian Literature

R1 356-357 – Contemporary Spanish-American Literature

R1 366 – Existentialism

R1 368 – Calderon and the Auto-Sacramental

R1 391 – Dante, The Divine Comedy

S1 203 – Survey of 19th-Century Russian Literature

S1 204 – Survey of 20th-Century Russian Literature

S1 205 – Tolstoy and Dostoevsky

S1 210 – Literature and Modern China

S1 211 – Beyond Liberal Consciousness in Scandinavian Literature

S1 313 – Structural Poetics

S1 329 – Comparative Literature

### NORMAL PROGRAM

2.1 The normal course load for freshmen, sophomores and juniors, is five courses each semester; for seniors, four or five courses. A freshman, sophomore or junior who wishes to take only four courses may do so but must consult with the Associate Dean. A sixth course may be taken by students whose average is B (at least 84.0). A student whose average is between 75.0 and 84.0 must obtain approval for a sixth course from the Associate Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or his cumulative average, whichever is higher. Any sixth course must be taken initially as an audit and at the student's request it may be transferred to credit status at mid-semester.

2.2 No more than eleven courses may be taken for credit in one year without special permission of the Associate Dean.

2.3 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.4 Tuition shall apply per semester as published, regardless of course load.



## PASS/FAIL ELECTIVES

3.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in core or major courses. A student must indicate his/her desire to take a course on a pass/fail basis at registration time in the office of the Associate Dean, and no more than six (6) courses for which the final grade is "pass" will be counted toward a degree (excluding the grades earned in the spring 1970 semester).

## FULFILLMENT OF REQUIREMENTS BY EQUIVALENCIES

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

4.2 A student, anytime before senior year, may be relieved of a core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairman of a department that administers courses satisfying the core requirement, that he has mastered the content of such a course.

4.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Associate Dean, be allowed to continue in the Course and gain credit and the grade of D— for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D—, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply are on file in the Dean's Office.

## REQUIREMENT FOR GOOD STANDING AND ELIGIBILITY

5.1 In order to remain in good standing, a student must maintain a cumulative average of C— (at least 70.0) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

5.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning or on probation, or being required to withdraw from the College, as an Administrative board shall determine. Unless the student returns to good standing by the approved methods (see 6.1) or should the student incur additional failures or withdrawals, or carry an underload, while on probation, the student will be required to withdraw from the College at the time of the next annual review.

5.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Administrative Board may require immediate withdrawal.

5.4 A student who is not in good standing, either through a low cumulative average or by incurring failures and/or

withdrawals, or by taking an underload, or who has passed fewer than four courses in the preceeding semester (fewer than three for seniors) is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports.

## COURSE MAKE-UP

6.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College or at another accredited college. Credit for courses not taken in the College of Arts and Sciences will be applied to degree requirements only with the prior approval of the Associate Dean.

6.2 A student who has been or will be required to withdraw may seek approval of the Associate Dean for summer courses, and may thereby become eligible for consideration for re-admission. A student who does not get permission for summer courses or who fails to achieve creditable grades in approved summer courses, will not be allowed to matriculate in the College of Arts and Sciences for at least a semester.

## CLASS ATTENDANCE

7.1 In order that they may derive the fullest benefit from the college experience, students are expected to attend class regularly. However, no administrative penalty is attached to nonattendance. A student who is absent from class is responsible for obtaining from the professor or other students knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

7.2 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what he has missed. The professor involved is free to decide whether a make-up will be allowed.

7.3 In cases of prolonged absence, due to sickness or injury, the student or a member of his family should communicate with the Dean of Students and the Associate Dean of the College as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the College as soon as the student's health and other circumstances permit.

## LEAVE OF ABSENCE

8.1 In clearly established cases of military service, health, and extraordinary financial circumstances necessitating a postponement of the normal academic program, a leave of absence will be granted. In all other cases, students must petition for leave of absence through the usual appeal procedure (cf. section 11). A leave of absence granted through the appeal procedure shall not ordinarily exceed one year. A request for a leave is to be initiated in the office of the University Registrar, and processed by the student through the office of the Associate Dean.

8.2 All students returning from a leave of absence must contact the University Registrar's Office no later than two months before the beginning of the term in which they wish to resume their studies.



## **ACADEMIC INTEGRITY**

9.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication by the Dean's Office or by an Administrative Board as the student shall request.

## **ADMINISTRATIVE BOARD**

10.1 An Administrative Board shall act, when called upon, in matters relating to "Good Standing" and "Academic Integrity."

10.2 An Administrative Board shall be composed of three people from the College, i.e., the Dean or Associate Dean, a faculty member (full-time teaching), and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six students designated annually for this purpose by the Student Senate.

10.3 A student coming before an Administrative Board shall have the right to exercise two challenges-without-cause against the student and/or faculty appointees to the Board.

## **PROCEDURE OF REPRESENTATION AND/OR APPEAL**

11.1 Students with questions of interpretation or petitions of exception to these regulations may submit them to an appeals board appointed by the Educational Policy Committee.

11.2 While presuming that most problems will be resolved by a student in direct contact with his professor, unresolved questions about grades or the practices of an individual professor should be referred to the chairman of the department concerned.

# **Special Academic Programs**

## **THE HONORS PROGRAM**

Scholastic excellence has traditionally been a hallmark of the educational experience at Boston College.

And a principal instrument of this excellence is the Honors Program of the College of Arts and Sciences.

The Honors Program is a flexible educational experience. The Director has the ability to institute and structure new and innovative programs to satisfy the educational needs and interests of Honors Program students.

All entering students with records of superior aptitudes or achievements are interviewed to determine what program will best serve their goals and interests. Those who seem sufficiently motivated to attempt demanding programs of study are invited to become members of the Honors Program and are placed in intensive and accelerated sections of required courses. Honors students may also be admitted to advanced courses without completing the usual prerequisites.

Students selected for the Honors Program are awarded the opportunity to devote their collegiate years to an education dedicated to excellence and enrichment rather than the mere acquisition of knowledge. This is brought about through the means of specialized curriculum, modes of teaching and educational materials.

Some examples:

*Modern Man: The Cultural Tradition* This two-year course for Freshmen and Sophomores is designed as a substitute for normally required core courses in English, Theology and Philosophy. Taught through methods ranging from lecture to seminar, the course attempts to discover and assess the ideas, issues, and values of Western Man in their cultural context.

*Special Sections Reserved* for Honors students, these classes are conducted by challenging faculty members in the core courses — notably Philosophy, Theology, English, Mathematics and the Experimental and Innovative Sciences.

Students in the Honors Program normally participate in a Junior Honors Seminar and a Senior Honors Thesis.

## **MEDIEVAL UNDERGRADUATE PROGRAM**

This interdisciplinary program is designed to give undergraduates a comprehensive view of the medieval period, including such subjects as history, geography, linguistics, literature, art, philosophy, theology, and science. A course central to the program is UN 400, Introduction to Medieval Studies. The Medieval Guild Council: Christoph Eykman (Germanic Studies), Joseph Longo (English), Jean Lozinski (Fine Arts), in consultation with other faculty members, will work closely with the students so as to fulfill their specific professional needs. Information about this program is available from Prof. Lozinski in Hovey House.

## **SCHOLARS OF THE COLLEGE**

At the end of each academic year, several members of the Senior class who have demonstrated the highest level of academic ability, scholarly accomplishment, and intellectual maturity, will be designated Scholars of the College. Students who wish to be candidates for the program must have a B+ average and should contact the chairman of their major department early in the second semester of their junior year. Projects should be submitted to the chairman by March 15th of one's junior year.

# **FIELDS OF CONCENTRATION**

## **Major in Biology**

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in biology and health related professions, as well as preparation for other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

**Requirements:** One year each of general chemistry, organic chemistry, calculus and physics. Within the department, an introductory two semester course in biology is required, followed by one semester courses in genetics and bacteriology. Two additional upper division elective courses in biology complete the minimal requirements. Students planning to pursue graduate studies are advised to take additional courses, with biochemistry, physical chemistry, and analytical chemistry being specially recommended.



## Major in Chemistry

The Chemistry Department offers a flexible curriculum designed to educate the student preparing for a career which requires a knowledge of chemistry in a liberal arts atmosphere. A variety of advanced courses are offered to suit the needs of the student preparing for graduate study as well as for the student who will enter the chemical profession with the bachelor's degree. Chemistry majors may also prepare for careers in medicine, law, business, teaching, etc. by a proper choice of electives in other disciplines throughout the four years, but especially in the senior year. The Chemistry Department is approved by the Committee on Professional Training of the American Chemical Society.

Requirements: Courses in the four fundamental branches of chemistry; inorganic, analytical, organic and physical, together with courses in mathematics, physics and German are taken in the first three years. Students preparing for a career as chemists take advanced work in the senior year, according to the plan of the American Chemical Society.

## Major in Classical Studies

Classical studies offer an experience of liberal education through selected readings of original texts of two great literatures which have contributed to the formation of Western culture. These include intensive readings in Homer, the historians, the tragedians, and the lyric poets, Plato, Aristotle and later philosophers. Also included are readings in the Roman interpretation of the Greek experience, and a view of the Christian patristic synthesis of Christianity and paideia.

Cooperation with other departments makes integrated programs possible. In the past, students with a major in Classics have gone on to do distinguished work in classical studies, law and related fields at universities across the country.

## Major in Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, Ec 131-132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade, economic development, economic history, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, and urban economics. A total of ten three-credit courses is required for the major.

Students with a B+ average in their economics courses graduate with honors in economics. Honor students may do independent research and write a senior thesis under the guidance of an individual professor. For high honors the thesis must receive a grade of A and must be read by an examiner from another institution. For high honors the student must also pass an oral examination at which the outside examiner is present. Students with outstanding records are encouraged to elect one or more graduate courses in their junior or senior years.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may take up positions as high school or college teachers, as re-

searchers for government agencies or business firms, as administrators or in management positions.

Students who have special mathematical aptitude are encouraged to fulfill their micro and macro requirements by taking Ec 203 or Ec 205 and Ec 204 or Ec 206; other students take Ec 201, Ec 202. Students with mathematical backgrounds should also take Ec 227 and Ec 228, econometrics, rather than Ec 221, statistics. The mathematically oriented theory courses are highly recommended for students planning to do graduate work in economics.

In recent years many students have found it desirable to have a double major program. Many have double majors in economics and another social science; many others have double majors in mathematics and economics. For a double major just twenty-four credits in economics are required, including two semesters of principles of economics, one of micro theory, and one of macro theory. Students in economics may also register for one of the special interdisciplinary programs.

## Major in English

English majors take a minimum of 24 credits in English beyond the Freshman course. The following are requirements: a) one course in pre-1500 (medieval) language and/or literature b) one course in Shakespeare or other Elizabethan drama c) two courses in literature before the 20th century d) one course in American literature. Students are urged to select additional courses from a wide variety offered by the department.

While not required, En 103-104 Introduction to English Studies, is strongly recommended for majors as providing excellent background for upper-division courses in the field. En 208 Department Analogy Program, provides an unusual opportunity for innovative structure of courses along with a unique learning experience.

## Major in Fine Arts

In an age that has been criticized for the neglect of aesthetic values and the decay of its environment, the major in Art History has been designed to provide the student with visual competence. Although not primarily a training for any specific field, such a major may lead to professional careers in the art world (research and teaching, curators and museum personnel, art dealers and critics).

Besides taking courses covering the development of painting, sculpture, architecture and other art forms in the Western world from ancient to modern times, the student will take studio courses which will give him a direct understanding of the complexities of visual and creative problems. He will also be encouraged to take as many courses as possible in History, Modern Languages and other fields related to the student's area of specialization.

For the Art History major, thirty credits must be obtained:

1. By the end of the sophomore year, the following three courses are required for a total of nine credits: History of Ancient, Medieval and Renaissance Art; History of Art from the Renaissance to Modern times; Workshop in Visual Design.
2. Five three-credit courses in art history, to be selected among those offered.
3. Two three-credit courses to be selected among courses in related fields (i.e. Philosophy of Art, Theatre and Stage Design, Film, Workshop on the techniques and materials of the artist, etc.) subject to departmental approval.



In the Senior year the student will elect an independent reading course in the area of his interest, or write a Senior thesis under the supervision of an advisor. All Seniors must pass a comprehensive slide examination to be offered during the Winter and Spring.

## Major in Geology and Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with emphasis in Geology, Solid-Earth Geophysics, and Fluid-Earth Geophysics (Physical Oceanography and Meteorology), or may formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs are individually designed to meet the interests and professional objectives of each student. It is recognized that students may wish to major or have concentration in the earth sciences for a variety of reasons including:

- 1) a desire to work professionally in one of the earth sciences,
- 2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
- 3) a desire to teach earth science in secondary school, or
- 4) a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the history of the earth; for others, investigations are aimed at understanding modern processes and the modifications of materials they produce. In all of the earth sciences, the tools and principles of mathematics, physics, chemistry, and the bio-sciences together with those unique to the fields of geology and geophysics are focused in studies of the earth (many of which are indeed interdisciplinary). For those planning vocations in the earth sciences, therefore, supplemental work in a variety of sciences is encouraged. Students are also urged to work with faculty and other students on investigative projects.

Students majoring in Geology will take the following courses beyond Physical and Historical Geology: Mineralogy, Optical Mineralogy, Petrography, Structural Geology, an approved field experience (e.g. summer field camp, Ge 225, etc.) two-four semesters of Calculus, two-three semesters of Physics and two-three semesters of Chemistry. Elective courses both within and outside the department will be determined by the student and his advisor.

Students majoring in Geophysics will generally take as a minimum beyond Physical and Historical Geology: Six to eight semesters of Mathematics, three semesters of Physics, two to three semesters of Chemistry, Mineralogy, Field Geology, and Introduction to Geophysics. The student will plan an elective program in consultation with his advisor leading to an understanding of either Solid-Earth Geophysics (Seismology, Gravity, Geomagnetism, and Heat flow) or Fluid Geophysics (Atmospheric and Oceanographic Fluids).

Geology and Geophysics majors are urged to fulfill at least one of the elective courses with a project-oriented research course. Students may propose substitutes for particular course requirements to the department undergraduate policy committee.

## Major in Germanic Studies

The curriculum in Germanic Studies is designed to give the student an active command of the German language, an

insight into German literature and culture, and a solid background for graduate study in the field.

A student majoring in Germanic Studies is required to earn a total of thirty-six credits within the following curriculum:

- 1) History of German Literature (6)
- 2) Two period or genre courses in German literature (12)
- 3) Composition and Conversation (6)
- 4) Two electives to be chosen from the following:
  - a) A course on German culture (6)
  - b) Another course in German literature (6)
  - c) A course of German literature in translation (6)
  - d) A course in German philosophy, German history, German art history, history of music, or another closely related field (6)
  - e) A second foreign language

Prerequisite for majoring in German is the completion with an honor grade of a second-year college course in German or its equivalent.

Subject to departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least B+ in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

## Major in History

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin America, Asian, Near East, and African History. Careful advance planning is particularly essential for the student interested in the study and teaching of history at the graduate level. Such planning can also provide the student with a sequence of courses which will prepare him for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary and secondary levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any courses Hs 001-002 through Hs 081-082) and a two-semester sequence in American Civilization (Hs 181-182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American History for these required courses.

In addition to the prescribed courses listed above the history major will be required to take a maximum of 24 credits in upper division history electives including at least six credits in some field of history before 1500 – not to include the Renaissance. Upper division courses are identified by numbers between Hs 150 through Hs 699.

In order to assure a well-balanced program no more than twelve upper division credits may be earned in any single field. For this purpose the fields which the department offers are identified as: Ancient, Medieval Europe, East European and Russia, United States, Latin America, and the Third World.



In order to facilitate the introduction of research techniques the department offers a variety of undergraduate seminars and Readings and Research opportunities. These seminars and research projects should be arranged between the individual student and professor. No more than six credits obtained in this fashion will count toward the history major degree.

The department offers to qualified students the opportunity to write an honors thesis during the senior year. The preparation of this thesis is under the direction of a professor and replaces one course for three credits, extendable to six credits if progress within the first semester has been acceptable. The student's project must be proposed to a professor of the student's choice by April 15 of his junior year. If it is accepted by the professor and the Departmental Honors Committee, the student will enroll for first semester in Hs 691 (History Honors Project). Subsequently he may be granted credit for Hs 699 (Honors Thesis) during the senior year. His second semester of research and writing should be carried on in regular consultation with his professor. The student who successfully completes such a thesis will graduate with "Honors in History" and this will be duly noted at graduation.

The department also participates in Scholar of the College programs details of which are to be found in the general catalog description of this program. Students who desire further information about either the Senior Honors Thesis or the Scholar of the College program may obtain a circular from the department secretary.

## Major in Linguistics

The Department of Slavic and Eastern Languages administers a program of concentration in General Linguistics. Combined study with classical or modern languages and literatures, or with social sciences, philosophy, theology, or even with natural sciences, constitutes the essential nature of this program.

The regular program leading to a Bachelor of Arts degree in Linguistics requires a minimum of thirty-six credits in advanced courses of study and research on matter of a linguistic or philological nature. Students majoring in Linguistics will be required to have proficiency in at least one classical and one modern language and to acquire a working knowledge of at least two additional language areas.

Departmental honors in Linguistics are awarded by citation for outstanding performance in a challenging and active research program.

## Major in Mathematics

The mathematics curriculum is designed to provide a solid foundation in the areas of analysis and abstract algebra. Also, course work is offered in preparation for careers in mathematics as well as for graduate study in mathematics, computer science, and industrial management. Through a departmental honors program, students with exceptional ability may arrange to take challenging work in advanced topics.

Requirements: The following mathematics courses are required; Mt 102-103 in the Freshman year; Mt 202-203 and Mt 216-218 in the Sophomore year; Mt 302-303 in the Junior year. Well qualified students may be given advanced placement. The minimum credit requirement is 18 credits in upper-division mathematics courses. In addition, a two-semester course in Physics (or a suitable replacement) is also required.

## Major in Philosophy

Philosophical study at Boston College provides the opportunity for free and open-ended inquiry into the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of upper-division elective courses that allows the student to construct a program centering on his own major interest. Special sections of "core" philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the chairman and the individual professor, enroll in certain of the graduate philosophy courses.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

## Major in Physics

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is primarily for students planning a professional career in physics. Courses are in classical and modern physics and emphasize theory and experimental methods. Necessary mathematical skills are provided to prepare the student for advanced study. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects. Minimum degree requirements for the B.S. are: ten courses in physics, only two of which may carry a catalog number below 250; Ph 205-206, Ph 405-406, and either Ph 505-506 or Ph 535; mathematics through the level of advanced calculus; and one year of science outside of physics.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Substantive physics courses emphasizing physical understanding with a minimum reliance on mathematics are combined with a laboratory program designed to meet the individual interests of the students. An integral part of the A.B. program is an examination of the role of science in our contemporary technical society. Minimum degree requirements for the A.B. are: eight courses in physics, only four of which may carry a catalog number below 250; two credits of Introductory Laboratory; Ph 405-406; two courses in calculus; and two courses in science outside of physics.

Waivers of departmental requirements are made by recommendation of the departmental Committee on Undergraduate Affairs with approval of the Chairman.

Any physics major with a satisfactory scholastic average who believes he has the potential for conducting independent research may apply for entry into the departmental honors program. Application must be made to the Committee on Undergraduate Affairs no earlier than the beginning of his junior year and no later than the first quarter of his senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon:

a) Satisfactory completion of a thesis based on the research project.

b) Exhibition, through an oral examination, of a broad comprehension of physics in general and of an understanding of the special field with which the thesis is involved. The examining committee shall consist of a two member faculty Honors Committee and one additional examiner from the physics faculty or graduate students.



## Major in Political Science

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: All students in the department are required to take Fundamental Concepts of Political Science as the first course. A minimum of 18 credits should be taken in Political Science electives distributed among each of the following areas: American Government, Comparative Government, Political Theory and International Politics. The remaining 18 elective credits may be selected from closely related fields, such as History, Economics or Sociology. Students who select Urban Affairs as the area of concentration may reduce their elective credit in political science from 18 to 15.

## Major in Psychology

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding in human behavior as a supplement to some other major field of concentration.

Students majoring in psychology must meet the following requirements:

1. Introductory Psychology I & II (Ps 073, 074), in their first year.
2. Statistics (Ps 190) in their second year.
3. Research Methods (Ps 153) in their third year.
4. At least one elective from the following: Learning (Ps 144), Sensation and Perception (Ps 143), Motivation and Emotion (Ps 149), Physiological Psychology (Ps 150), or Cognitive Psychology (Ps 147).
5. At least one elective from the following group: Personality (Ps 101), Social Psychology (Ps 131), Social Structure and Behavior (Ps 121), Developmental Psychology (Ps 136), or Abnormal Psychology (Ps 139).
6. Two additional electives, for a minimum of 8 Psychology courses. Courses designed primarily for nonmajors (those with numbers below 70) are not to be included among the 8 counted toward a major.
7. In addition, Psychology majors must take 2 courses in Mathematics and 2 courses in either Biology, Chemistry, or Physics. (Physics 145, Physics: Principles for the Behavioral Sciences) is designed specifically for Psychology majors.

Students interested in graduate training and a professional career in Psychology are strongly urged to take History and Systems (Ps 215), preferably in their senior year, and to concentrate their choice of electives in the two groups of basic courses listed under (4) and (5) above.

Courses with numbers below 70 are primarily for nonmajors to meet core requirements. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme.

## Major in Romance Languages and Literatures

The Department of Romance Languages and Literatures offers courses in French, Italian, Portuguese, Rumanian, and Spanish. Students majoring in this discipline may concen-

trate in French, Italian, Spanish and Portuguese — the latter by arrangement with the Chairman. They may also take Arabic, Chinese, or Rumanian as second languages. Thirty-six credits must be earned by majors within the following curriculum of courses:

- 1) Advanced Composition (6)
- 2) Survey of Literature (6)
- 3) A minimum of two period or genre courses in literature (12)
- 4) Two electives to be chosen from the following:
  - a) A second foreign language (6)
  - b) Comparative or Interdepartmental course (6)
  - c) A third period of the major literature (6)
  - d) Cultural backgrounds of literature (6)
  - e) Phonetics (3)
  - f) Advanced Conversation (3)
  - g) Linguistics (3)

Prerequisite for majoring in Romance Languages is the completion, with honor grades, of the second-year college course in the language of specialization, or its equivalent. It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Chairman of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

Here are the possible sequences:

### Plan I

1st year	Intermediate Language Course (RL 51-56 inclusive)	(6)*
2nd year	Advanced Composition	6
	Survey	6
3rd year	Century course	6
	Elective	6
4th year	Century course	6
	Elective	<u>6</u>
		36 credits

### Plan II

1st year	Composition, Conversation, and Reading Course (RL 101-106 inclusive)	(6) +
2nd year	Advanced Composition	6
	Survey	6
3rd year	Century Course	6
	Survey	6
4th year	Century Course	6
	Elective	<u>6</u>
		36 credits



**Plan III**

1st year	Survey	6
2nd year	Advanced Composition	6
	Elective	6
3rd year	Century Course	6
	Elective	6
4th year	Century Course	6
	Elective	6
		<hr/>
		42 credits

Students under this program should be encouraged early to consider entering the Honors Program.

The Honors Program in Romance Languages and Literatures is offered to students majoring in French, Italian or Spanish. Students must maintain a cumulative average of B, and an average of B plus in their major field to qualify for Departmental Honors and must secure permission of the Chairman to enter the program.

The core curriculum in the Honors Program, which should be initiated no later than the first semester of the sophomore year, includes the following courses:

- Survey of Major Literature (6)
- Advanced Composition (6)
- Three period or genre courses in Major Literature (18)
- Two courses in a second foreign language (12)
- Senior Tutorial and Thesis (for credit value, see below)

The Senior Tutorial involves the preparation of a thesis on an approved subject of the student's choice under the direction of a faculty member. The fall semester is devoted to research and the spring semester to composition of the thesis.

\* No credit accepted toward major for RL 51-56 courses inclusive.

\* Majors do NOT receive credit for RL 101-106 courses inclusive.

A total of six credits will be granted for completion of the program, at the end of the second semester, and may be counted as the third period or genre course in the major literature, by candidates who have already completed courses in two other periods.

An oral examination of no more than one hour's duration, part of which will be conducted in the candidate's major language to determine his proficiency, will cover the three periods of literature included in his course curriculum.

A departmental committee will conduct the examination, evaluate the essay and formulate a recommendation for Honors which will be incorporated into the student's academic record.

School of Education students can qualify for the Honors Program by accumulating 42 credits in the field and meeting all the requirements of the Honors Tutorial, although it is understood that their 42 credits, because of the nature of the School of Education major, cannot involve all the core courses of the Arts & Sciences Program.

## Major in Russian

The Department of Slavic and Eastern Languages offers an undergraduate major in Russian. Intermediate Intensive Russian, or its equivalent, is obligatory for all majors. The major consists of thirty credits beyond the intermediate level, chosen equally from the upper-level literary and linguistics courses offered in the Department.

Departmental honors in Russian require at least two specific courses in Slavic linguistics, training in a second Slavic language, and an honors paper on some literary, linguistic, or philological topic.

## Major in Slavic Studies

The major in Slavic Studies, administered by the Department of Slavic and Eastern Languages, offers a controlled interdisciplinary alternative to concentration on language and literature alone. Each program is individually composed from offerings in the entire range of Russian and East European area studies available at Boston College, and all programs require at least thirty-six credits in non-introductory courses from a minimum of three areas of study.

Departmental honors in Slavic Studies require a senior research project and broad language proficiencies.

## Major in Sociology

The undergraduate program in sociology is designed primarily for students planning graduate work in sociology or in social work; at the same time, its particular orientation makes it very attractive to the undergraduate concerned with institutional life as found in law, business, education, religion and science. The course work focuses on the problems of people in society.

For all students except freshmen, the social science core requirement may be filled by taking any courses offered by the department. For freshmen, the eligible core courses are those numbered Sc 001-Sc 099; the theme of these courses is "Studies of American Society."

Sc 100 (or its equivalent) is a pre-requisite for all higher-numbered courses. Students who elect to major in sociology must take eight courses in the department, including Sc 100 (or Sc 001), Sc 200, Sc 215, and Sc 210 or 211; these courses should be taken in the sequence indicated above. The remaining elective courses may be taken at any point in one's curriculum.

## Major in Speech Communication and Theatre

The program in communication emphasizes contemporary and classical theory of speech communication. Majors and other interested students are also concerned with improving their own communication performance. Attention is given as well to the mass communication media, radio, television, cinema and press. Both theory and performance course work in these areas are available. Rhetorical criticism and evaluation of the mass media constitute other areas of study.

The theatre program is concerned with the history of the art and its role in Western culture. Students, including majors, may take extensive course work in the fundamentals of theatre production including classes in directing, producing and acting. Complimentary course work in significant areas of oral interpretation, children's theatre and allied studies are available.

## Major in Theology

The discipline of theology is an intellectual reflection upon the experience of faith. Major students are required to take at least one course in each of three areas: Bible, Historical theology, and Systematic theology. In senior year, cross-registration in the Boston Theological Institute is possible. Cross-disciplinary work and majors are encouraged, especially with other humanities departments and the social sciences.



## School of Education

The School of Education at Boston College offers a program of study which combines a liberal arts education with professional teacher preparation. The student may choose to concentrate in Early Childhood Education, Elementary Education, Special Education, Secondary Education, or Urban Education.

All programs lead to the degree of Bachelor of Arts and fulfill the requirements for teacher certification. After graduation, assistance in finding employment is offered by the Teacher Placement Service, which provides personal career counseling and arranges interviews with school systems from across the nation.

## Requirements for the Degree

The basic requirement for the Bachelor's degree in the School of Education is the completion of 38 one-semester courses. These are normally arranged five per semester, with four courses in one semester of the junior year, and four courses in the second semester of the senior year.

Within the 38, the following 12 courses, comprising the core curriculum, are required of all students. The student normally completes these courses in the freshman and sophomore years.

- 2 courses in History
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in either Natural Sciences or Mathematics
- 2 courses in Social Sciences
- 2 courses in Humanities (including English, foreign languages, fine arts, music, communication.)

The remaining 26 one-semester courses include education major courses (which vary with the particular field of concentration), and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

## Academic Regulations

### REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of at least C—, the minimum standard of scholarship. Failure to maintain this requirement will result in the student being placed on warning or on probation or being required to withdraw from the College as the Dean or Board designated by the Dean shall determine. It is the responsibility of a student placed on warning or probation to inquire from the office notifying him of that status as to the consequences of further failure to maintain a minimum standard of scholarship.

### ELIGIBILITY

A student with two deficiencies is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports. A student who has one deficiency is ineligible if his scholastic average for the semester is not at least C—. In order to hold class office a student must have an average of C—, be free of course deficiencies, and conduct himself in a manner worthy of a student leader.

### COURSE DEFICIENCY

Failure to achieve a passing grade in a course for a semester results in a deficiency. A deficiency may be removed only by passing an approved course during the Summer Session

at Boston College or at another accredited college. Credit for such a course will not be granted unless the approval of the Dean or designated official has been previously obtained. It is the responsibility of the student to inquire at this time as to what course grade will be acceptable for removing the deficiency. A course deficiency which has not been made up prevents a student from being awarded his degree on time.

### DISMISSAL

A student who incurs three deficiencies will be required to withdraw from the College. A student who incurs two deficiencies will be reviewed by the Administrative Board of the School of Education and may be asked to withdraw.

## Special Academic Programs

### STUDENT TEACHING

The Student Teaching experience is an essential part of the professional curriculum in the School of Education. All students will be screened as to their eligibility to enter upon this part of their teacher-training. Any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching as the Administrative Board shall decide. Those so excluded will take courses on campus during this semester to qualify them for a degree from Boston College, but not for recommendation as future teachers. No student who is taking Student Teaching will be allowed to take more than fifteen semester hours.

### THE HONORS PROGRAM

The Honors Program of the School of Education challenges academically superior students to develop to the full their intellectual abilities by providing them with special programs in both the liberal arts and professional disciplines.

The Honors Program student enjoys freedom of selection in planning his curriculum. He may take graduate level courses or extra electives, and may plan independent study in the professional courses which the School of Education requires.

In selecting incoming freshmen for the Honors Program, the Committee looks for high academic ability and unusual creativity. Willingness to participate in challenging academic work, seriousness of purpose, and a strong commitment to the teaching profession are basic for acceptance into the Program.

## FIELDS OF CONCENTRATION

### Program in Elementary Education

The program in elementary education prepares students for teaching in grades kindergarten through three; and four through six.

In addition to fulfilling the requirements of an elementary major, the student may choose to major or minor in a liberal arts area.

Opportunities are also available for elementary education majors to take electives in speech pathology (speech science), which prepares them for graduate study at the master's level. Student interested in the Speech-Pathology



concentration should indicate their major as Elementary-Speech. SA 170 is to be taken the first semester of the Freshman year.

FRESHMAN	Fundamentals of Speech
SOPHOMORE	History of Education Modes of Teaching Child Growth, Development and Learning
JUNIOR	Language Arts Teaching Reading Teaching Social Studies Teaching Mathematics Teaching Science Educational Measurements Philosophy of Education
SENIOR	Student Teaching

## Program in Special Education

The program in special education prepares teachers of special education classes in both elementary and secondary schools. On completion of their studies, students qualify for certification for teaching both elementary and special education classes.

Those seeking admission to this program must elect the course. Introduction to the Education of Children with Special Needs, during the first semester of the sophomore year. Students in this program do their student teaching in educable and trainable classes at the primary, intermediate, and junior high levels. Although the main emphasis of the program is on mental retardation, students also have the opportunity to work with children who are physically handicapped and emotionally disturbed.

The Special Education Program provides an excellent background for those who desire to enter graduate studies in this field. The Division offers graduate programs in the field of mental retardation, emotional disturbance, the blind (including Peripatology), the deaf-blind, crippling conditions and other health impairments, and special learning disabilities.

FRESHMAN	Fundamentals of Speech
SOPHOMORE	History of Education Introduction to the Education of Children with Special Needs Modes of Teaching Child Growth, Development and Learning Allied Arts
JUNIOR	Language Arts Teaching Reading Teaching Social Studies Teaching Mathematics Teaching Science Educational Measurements Curriculum for Children with Special Needs Philosophy of Education
SENIOR	Student Teaching Educational Strategies Communication Skills for Children with Special Needs Educational Assessment for Children with Special Needs

## Program in Secondary Education

The program in secondary education prepares students for teaching at the junior and senior high school levels in the following disciplines: Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Germanic Studies, Russian, Speech Communication and Theatre. Courses in these disciplines are taken in the appropriate department of the College of Arts and Sciences. For a more complete description of these majors, please consult the section of this bulletin under the College of Arts and Sciences.

FRESHMAN	Fundamentals of Speech
SOPHOMORE	History of Western Education Psychology of Learning Curriculum Development
JUNIOR	Adolescent Psychology Educational Measurement Special Methods
SENIOR	Student Teaching Philosophy of Education

## Program in Early Childhood Education

The Program in Early Childhood Education provides the future teacher with the knowledges and competencies necessary for meeting the interests and needs of children during their most educable years — from nursery school through the primary grades.

Students concentrating in this program will take all the courses required of Elementary majors listed under that program and the following courses:

SOPHOMORE	Self Actualization and the Child
SENIOR	Issues in Early Childhood Education

## Program in Urban Education

The program in Urban Education prepares students to teach in the elementary or secondary schools in the inner city. It combines academic work at the University with field work in the inner-city school and community during each of the four years of preparation in education. Students concentrating in this program will take all the courses required of Elementary or Secondary majors listed under each major and the following courses:

FRESHMAN	Problems in Urban Education
SOPHOMORE	Urban Education I Urban Education II
SENIOR	Senior Urban Education

## THE MINOR CURRICULUM IN HEALTH-PHYSICAL EDUCATION

Students majoring in Elementary and Secondary Education may elect courses leading to a minor in Health-Physical Education. Students who are considering a minor in Health-Physical Education, are advised to take the prerequisite of Biology 100, in their sophomore year.

Applied Anatomy and Kinesiology  
Sex Education and Drug Abuse  
Physical Education and Recreation for the Mentally Handicapped  
Physical Education Methods in Elementary Schools  
Personal Skills in Individual and Team Sports



# School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building – Fulton Hall – which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives – to educate the managers and leaders of organizations, whether business, government, hospital or education oriented.

## Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.
2. Professional Core: To develop in the students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.
3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.

4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

## Requirements for the Degree

The basic requirement for the Bachelor of Science degree from the School of Management is the completion of 38 one-semester courses. Within these 38 is the core curriculum of 14 liberal arts courses required of all students. The remaining 24 courses include 16 business courses, two liberal arts electives and six free electives.

### LOWER DIVISION – FRESHMEN AND SOPHOMORE CURRICULUM

University Core		Business Core		Free Electives	
English	2	*Accounting	2		
Mathematics	2	*Economics	2		
Theology	2	*Statistics	1		
Philosophy	2	*Legal Environment	1		
History	2				
Social Science	2				
Natural Science	2				
Arts & Sciences Courses	14	Business courses	6	Free electives	0

### UPPER DIVISION – JUNIOR AND SENIOR CURRICULUM

University Core		Business Core		Free Electives	
Arts & Sciences electives	2	Introductory Business:	5	Free Electives	6
		*Computer Science			
		*Basic Finance			
		*Basic Marketing			
		*Organizational Behavior			
		*Production Management			
		*Business Policy	1		
		Concentration	4		
Liberal Arts requirement	2	Business requirement	10	Free electives	6

\*Common Body of Knowledge

## Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- (a) a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- (b) a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- (c) a study of organization theory, interpersonal relationships, control and motivation systems, and communications;
- (d) a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions of business enterprise;



- (e) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

## Academic Regulations

### REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C— as the satisfactory standard of scholarship. Failure to maintain this requirement will result in the student being placed on warning or on probation, or being required to withdraw from the College.

### COURSE DEFICIENCY

Failure to achieve a passing grade in a course results in a deficiency which can be made up only by repetition of the course during the Summer School sessions at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Dean has been previously obtained. A course deficiency which has not been made up prevents a student from registering for the Fall semester or from being awarded his degree on time.

A student who has incurred deficiencies in courses totaling more than six (6) semester hours credit will be dropped from the College. Students who have incurred two deficiencies may be dismissed.

### CLASS ATTENDANCE

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for excessive absence is loss of credit for the course or courses involved. Further details concerning this rule will be found in the *University Student Guide*. Attendance at class for the other years is free and is left to the maturity and responsibility of the individual student.

### CLASS OFFICERS

A student is ineligible to hold office in any student activity or to represent Boston College in any major activity or in intercollegiate sports if he incurs two deficiencies or if he incurs one deficiency and if his scholastic average for the semester including the deficiency is not at least C—. No student is eligible to run for class office unless he has maintained an average of at least C during his course at Boston College and he must also be free from all deficiencies. To hold class office a student must maintain an average of at least C, remain free from deficiencies, and conduct himself in a manner worthy of a student leader.

### EARNESTNESS OF PURPOSE

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all his other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of scholarship and conduct.

## Special Academic Programs

### ORGANIZATIONAL STUDIES PROGRAM

The Organizational Studies Curriculum is designed to give students in any major an increased awareness and understanding of individual, interpersonal, group and leadership styles and effectiveness. It also examines emerging concepts of organization design and development. The stress is on increasing the ability of the student to work more effectively and become more influential in organizations of any type, including industrial organizations, educational institutions, government, hospitals, financial institutions, etc. These institutions have found widespread need for the application of the behavioral sciences. A central thrust of the Program concerns the ways in which the student can become more effective and influential in the groups and organizations to which he currently belongs and with which he will become involved in his career as a manager.

Students taking courses in this area will become well grounded in understanding human behavior, communications, group behavior, effective managerial and leadership styles, systematic analysis of human behavior, entering organizations more effectively, and understanding more about organizational design, including ways in which organizations can become more adaptive and change oriented.

An area of concentration is not offered directly, since the curriculum cuts across all departments and areas of organizations. However, students can concentrate in this area through the General Business Concentration.

Courses offered:

- MB 021 Introduction to Behavior in Organizations\*
- MB 102 Entering Organizations
- MB 106 Interpersonal Communication\*
- MB 107 Organizations in Society
- MB 109 Human Groups\*
- MB 123 Methods of Inquiry into Human Behavior\*

\*Approved for fulfilling University Social Science Core Requirements.

### HONORS PROGRAM

To be considered for admission to the Honors Program, a student must have a Dean's List average for his Freshman year, exhibit an ability to work well with others and desire to develop his abilities by being involved in the functions of the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. If you believe that you have the ability, desire and ambition to participate in this challenging and rewarding Honors Program, a brochure giving more complete details is available. Contact Dr. James L. Bowditch, Director of the Honors Program, School of Management, Fulton Hall 215, Boston College, Chestnut Hill, Massachusetts 02167.

### PRE-PROFESSIONAL STUDIES FOR LAW

Although there is no prescribed academic program which can be considered "pre-legal," the School of Management does provide an opportunity for the student to develop his analytical powers and his capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the



ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly-competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

## **LOYOLA LECTURES**

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The university, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Sean Lamass, Vance Packard, William Sullivan of the F.B.I., Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader and Jack Anderson.

## **FIELDS OF CONCENTRATION**

### **Accounting**

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of the theory and the techniques of Accounting. The comprehensive training offered in Accounting is aimed at preparing students for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director.

### **COURSES REQUIRED FOR A CONCENTRATION**

#### **Junior Year**

- Ma 251 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 255 Cost Accounting

#### **Senior Year**

- Ma 261 Advanced Accounting I

### **C.P.A. REQUIREMENTS**

For those students who intend to practice as Certified Public Accountants, a special program should be followed to meet the requirements of the particular state statute covering C.P.A. Some states require a total of 120 credit hours even though degree requirements may be less for particular educational institutions. The recommended program is as follows:

#### **Junior Year**

- Ma 251 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 255 Cost Accounting
- Mj 151 C.P.A. Law

#### **Senior Year**

- Ma 261 Advanced Accounting I
- Ma 262 Advanced Accounting II
- Ma 263 Tax Accounting
- Ma 264 Auditing

## **Administrative Sciences**

Three programs are offered by The Administrative Sciences Department: (1) Administrative Policy, (2) Environmental Analysis, and (3) Production and Operations Management.

The Administrative Policy program provides to students at both the Undergraduate and Graduate levels, a variety of significant elective courses some of which may be chosen by undergraduate students with free electives. At the present time no undergraduate student can concentrate in this program area. Courses are in such areas as strategy and policy, planning, case research, management in the future, management thought, new business formation, mergers and acquisitions. See course descriptions under the Md classification. Entry into all 600 level courses must be with the approval of the instructor.

The Environmental Analysis program has been created to enable interested undergraduate students to take courses in areas that are just becoming very important both domestically and internationally. Undergraduates with free electives can take courses in corporate and social responsibility, competition and public policy, comparative management, legal and social issues, urban problems and business leadership. At the present time undergraduate students may not concentrate in the Environmental Analysis area. They may use their free electives here. These courses carry the Me classification. Entry into all 600 level courses must be with the approval of the instructor.

Students may concentrate in The Production and Operations Management Program. The structure of the requirements and a brief description of the intent of the program will help the student to evaluate his interest.

POM deals with input/output transformations, the processes (i.e., planning, decision making, controlling, motivating, etc.) by which inputs (i.e., land, labor, raw materials, capital, etc.) are transformed into products or services. As such, it is as relevant for not-for-profit organizations (e.g., hospitals, municipalities, government agencies, etc.) as it is for profit making organizations. It is as relevant for service organizations (e.g., hospitals, insurance companies, universities, etc.) as it is for manufacturing establishments.

The objectives of the concentration are:

1. To gain perspective of the role of production or operations management within an organization, emphasizing the interdependence of other management functions to production objectives and the operations management function.
2. To work with the principal quantitative management tools and to gain appreciation for when and where best to apply them in management operations.
3. To develop an appreciation of systems thinking and systems approaches to management problems, and
4. To develop the student's ability to apply problem-solving and decision making knowledge and skills in solving difficult production related or input-output transformation type problems.



## **COURSES REQUIRED FOR A CONCENTRATION**

### **Required sequence**

- Mg 021 Introduction to Management and Production
- Mg 250 Production Control
- Mg 270 Operations Management I

Electives (take at least two)

- Mc 221 Decision Theory
- Mc 290 Operations Research I
- Mg 105 Industrial Relations
- Mg 242 Personnel Management
- Mg 264 Collective Bargaining
- Mg 271 Operations Management II
- Mg 375 Systems Management

The student is encouraged to plan his elective program with his advisor.

## **Computer Sciences**

The curriculum for the student concentrating in the Computer Science Area is designed to provide understanding, background, and skills in two related, rapidly emerging fields. The use of quantitative methods to study complex decision problems has been receiving increased acceptance in a variety of organizations (i.e., industry; education; government; hospitals; financial institutions; etc.) during the past decade. Simultaneously, society has exhibited a widespread need for computer applications, systems and services.

The Computer Sciences Program at Boston College has two principle functions. First, it provides introductory computer science courses to all segments of the university with special attention given to the School of Management Core Curriculums. Second, it furnishes in depth exposure in the fields of Operations Research, Statistics, and Computer Science to those students desiring to pursue these areas either because they are interested in entering these fields upon graduation, or because they would like to further investigate these areas at the graduate level. While four courses beyond the School of Management core are required of all students concentrating in Computer Sciences, each student may structure these courses, plus additional offerings, so that he or she may place special emphasis on either computing and information systems or on analytic techniques and statistics. Each "concentrator" should develop a plan of study in conjunction with a Program faculty member so that the student's objectives are most clearly met by his selection of courses.

## **COURSES REQUIRED FOR A CONCENTRATION**

- Mc 156 Statistical Analysis
- Mc 290 Operations Research I  
and
- Mc 365 Systems Analysis  
or
- Mc 270 Computer Languages

and at least one course from the following:

- Mc 384 Advanced Statistics
- Mc 391 Operations Research II
- Mc 612 Computer Systems
- Mc 270 Computer Languages

Each student concentrating in Computer Sciences is strongly encouraged to take Mc 156, Statistical Analysis, in his junior year. Mc 270, Computer Languages, may also be taken in the junior year. It would be advisable for students contemplating a major in this area to take Mc 022 in their first semester of the junior year. The remaining courses are more appropriately taken in the senior year.

## **Economics**

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

### **Junior Year**

- First Semester
- Microeconomic Theory 201
- Economics Elective

- Second Semester
- Macroeconomic Theory 202

### **Senior Year**

- First Semester
- Economics Elective
- Economics Elective

- Second Semester
- Economics Elective

## **Finance**

The purpose of Finance is to provide the opportunity for the development of (1) an ability to correctly identify financial problems, (2) a skill for conceiving alternative courses of action, and (3) the cultivation of the judgment required to balance the varied consequences of these alternatives in the formulation of the final decision.

There are many ways to describe the finance function. One means of providing an insight into the full scope of this area is to overview the capital markets and examine the roles of the participants.

In a very general way the role of the capital markets is to bring those who have funds (savers) together with those who need funds for investment in assets that will produce goods and services.

Given this framework the finance function can be viewed as separate units of study in the following manner: Capital and Money Markets; Management of Financial Institutions; Corporate Financial Management; Investment Management and Security Analysis; International Finance.

Finance majors (Juniors) must elect three courses in addition to Basic Finance and Financial Management I from the following:



## 22 / Undergraduate Education

### MANAGEMENT

Mf 151	Investments
Mf 153	Management of the Public Sector of the Economy
Mf 154	Management of Non Bank Financial Institutions
Mf 155	Management of Commercial Banks
Mf 163	Tax Factors in Business Decisions
Mf 202	Financial Management II
Mf 205	Finance Seminar
Mf 299	Individual Directed Study
Mf 606	International Financial Management

All finance courses are open to students who have completed Basic Finance. For students who have not completed Basic Finance, registration in electives is possible with the instructor's permission.

## General Business

A brief statement of the purpose of management education might be "to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one." Within this broad framework the purpose of the General Business concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to concentrate in this area for either of the following reasons:

1. A desire to pursue a cross disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter generally included in M.B.A. core courses.

## COURSES REQUIRED FOR A CONCENTRATION

Track A. Choose two areas. Within each area there is one required course and the option for one elective OR Track B. Choose the required course from each of four areas.

Area	Required Course	Electives
Accounting	Ma 251 Intermediate Accounting	None
Finance	Ma 252 Intermediate Accounting Mf 201 Financial Management I	Mf 151 Investments Mf 155 Management of Commercial Banks Mf 154 Management of Non Bank Financial Institutions
Marketing	Mk 103 Basic Marketing Research or Mk 106 Applied Marketing Management	Mk 104 Applied Marketing Research Mk 052 Consumer Behavior
Computer Science	Mc 612 Computer Systems or Mc 365 Systems Analysis	Mk 154 Communication and Promotion Mc 370 The Computer Impact Mc 161 Simulation Methods Mc 261 Computer Languages Mc 390 Management Science
Organizational Studies	Mb 109 Human Groups or Mb 123 Methods of Inquiry into Human Behavior	Mb 102 Entering Organizations Mb 106 Interpersonal Communications Mb 107 Organizations in Society
Production and Operations Management	Mg 250 Production Control	Mg 264 Collective Bargaining Mg 270 Operations Management Mg 242 Personnel Management
Administrative Policy	Md 180 Long Range Planning or Me 160 Corporations, Society and Environmental Responsibility	Md 601 Management and the Future Mg 375 Systems Management Md 602 Management Thought in Perspective Me 603 Comparative Management and Politico Economic Systems



## Marketing

Marketing covers that segment of business whose prime objective is to discover and satisfy the needs of industrial and ultimate consumers. Functionally, marketing includes such activities as buying, selling, pricing, researching, transporting and storing of goods and services. Institutions which are primarily involved in marketing range from retailers and wholesalers to advertising agencies and export houses.

Marketing is a challenging field because we exist in a business society characterized by excess productive capacity. Today's challenge is not to make a product but rather to distribute it at a profit to the businessman and in a condition which completely satisfies the consumer.

The approach used to study marketing is analytical and experimental. Systems analyses, program experimentation and case applications are interwoven within a decision-making framework so that the student is provided throughout the marketing curriculum with a thorough understand-

ing of the major tools and guides required of today's Marketing Manager.

### COURSES REQUIRED FOR A CONCENTRATION

Mk 253 Basic Marketing Research

Mk 256 Applied Marketing Management

Both required courses should be taken in senior year.

Two courses selected from remaining offerings:

Mk 111 Distribution Channels

Mk 112 Social Issues in Marketing

Mk 152 Consumer Behavior

Mk 153 Retailing

Mk 154 Communication and Promotion

Mk 155 Sales Management

Mk 157 Personal Selling

Mk 158 New Product Development

Mk 205 Quantitative Marketing

Mk 254 Applied Marketing Research

Mk 299 Individual Study



## School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, D.C., Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Registered Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar-year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own buildings, the gift of His Eminence Richard Cardinal Cushing.

## Philosophy and Objectives

The School of Nursing accepts and functions within the philosophy of Boston College, a Jesuit university which is committed to the search for human values and to the endless process of understanding called learning. Learning implies flexibility, immediacy and concern in confronting the problems of society in an era where a need for change and renewal is evident.

The identification of values which comes through learning enhances the development of a person who is free to seek knowledge and truth and to manifest these in his contribution to society.

Man, as a part of the community of humanity, has the capacity for fidelity, participation-involvement, and self-actualization, and has the right to the freedom to develop these capacities – at the same time recognizing that each of his fellow men enjoys the same right. Man is striving to determine value; value in his life, his purposes, his existence. Each man has equal right and need to define value in the world in which he finds himself, and to determine his commitment creatively in the light of his defined values. The faculty hold as valuable the reality that each man demands that his needs for health, love, self-esteem, and freedom be satisfied in the process of his development. In recognizing that the society of humanity is undergoing profound change and that the value systems of society are the responsibility of individuals who have defined their own values, the faculty expresses belief in and will support in their teaching, research and practice, the right of each person to optimal health care. They will support in their activity those changes in society's value systems which will make this right a reality.

Nursing moves freely and purposefully among the interactions of humanity, interactions with self, others and environment. It makes the basic assumption that a man's health needs are integrated with all aspects of his life, and are affected by them. Nursing's impact is at the point of potential stress in existence where its presence is a force which can stabilize the milieu of persons who are confronted with a threat to wellness. Its activities are an outcome of learning and are based upon the individual's identification of a personal value system and upon the freedom of each person to develop his capacities and live his values. The independent therapeutic force of nursing requires continued research and evaluation.

The faculty believe that the student has defined nursing as a value and is in the process of developing a commitment

to it. To assist in this process, emphasis is placed upon providing those dynamic experiences through which health needs are recognized in the context of their occurrence. Those values exemplified by Christ which support the worth of each person are the foundation from which the student is assisted to expand his knowledge, awareness and feeling for his fellow man. Emanating from a spirit of inquiry, learning takes place perceptually and conceptually from experience, and from science, technology and the arts. The educational environment should encourage the individual to think critically, communicate effectively, act responsibly, and to mature as a creative member of society. Educational experiences are provided which require the student to define and evaluate a philosophy of nursing based upon personal values through his study in theory, research and practice. The experiences support the exteriorization of the philosophy of the student in developing and further defining his commitment to his professional and personal gain.

It is expected that a graduate of the undergraduate program will:

- 1) Develop and identify a personal philosophy of nursing practice based upon his values.
- 2) Practice a competent level of health care by:
  - a) assessing health needs.
  - b) planning and providing therapeutic nursing measures.
  - c) purposefully interacting with others to promote wellness.
  - d) evaluating nursing care.
  - e) modifying his practice as a result of research findings.
  - f) working actively to promote change in systems of health care to insure optimal health services for each person.
  - g) addressing himself to social issues which have implications for the health of society.
- 3) Evaluate his effectiveness as a professional nurse.
- 4) Take responsibility for his continued personal and professional growth.
- 5) Meet admission requirements for graduate study.

## Requirements for the degree\*

The program combines liberal arts studies with professional nursing courses and clinical experience. It is a four-year program leading to the degree of Bachelor of Science with a major in nursing.

Liberal arts subjects are emphasized in the first year. During the second, third and fourth years, the student spends approximately two or three days each week gaining clinical experience at the various cooperative hospitals and agencies. The remainder of the week, the student attends classes on the main university campus. The faculty of the School of Nursing supervises clinical experience and gives instruction in all areas of nursing, while the faculty of the appropriate university departments conduct classes in the liberal arts subjects.

The following university core requirements (36 credits) are to be fulfilled by all undergraduates over a four-year period:

- 2 Courses in Theology
- 2 Courses in Philosophy
- 2 Courses in Social Science (Sociology, Political Science, Economics, Psychology, and approved courses in the professional schools)
- 2 Courses in History
- 2 Courses in Natural Sciences or Mathematics
- 2 Courses in Humanities (English, Modern Language, Classics, Fine Arts, Music, Speech)

\*The School of Nursing reserves the right to alter any program or policy outlined in this BULLETIN.



## SUGGESTED ARRANGEMENT OF THE BACCALAUREATE PROGRAM

### Freshman Year

SEMESTER I	CREDITS
Bi 130, 131-Anatomy and Physiology	4
Ch 101, 103-Fundamentals of Chemistry	3
Humanities (Core)	3
Sc 001-Introductory Sociology	3
Philosophy (Core) or Theology (Core)	3
Nu 047-Values in College Life	1

### SEMESTER II

Bi 132, 33-Anatomy and Physiology	4
Ch 102, 104-Fundamentals of Organic Chemistry	3
Humanities (Core)	3
Theology (Core) or Philosophy (Core)	3
Nu 048-Interpersonal Relations	2

### Sophomore Year

SEMESTER I	CREDITS
Bi 220, 221-Microbiology	3
Nu 051, 052-Care of the Adult (Theory and Practice)	10
Nu 050-Nutrition	2

### SEMESTER II

Nu 054, 055-Care of the Adult (Theory and Practice)	10
Nu 049, Growth and Development	3
Philosophy (Core) or Theology (Core)	3

### Junior Year

SEMESTER I	CREDITS
Nu 100, 101-The Care of Women (Theory and Practice)	5
Nu 105, 106-Nursing of Children (Theory and Practice)	5
History (Core)	3
Theology (Core) or Philosophy (Core)	3

### SEMESTER II

Nu 110, 111-Psychiatric Nursing (Theory and Practice)	5
History (Core)	3
Nu 115-Issues in Nursing	3
Nu 157-Public Health Science	2
Elective	3

### Senior Year

SEMESTER I	CREDITS
Nu 155, 156-Community Health Nursing (Theory and Practice)	5
Nu 151, 152-Senior Clinical Nursing (Theory and Practice)	5
Elective	6

### SEMESTER II

Nu 150-Nursing Research Seminar	3
Clinical Elective (Theory and Practice)	5
Social Science (Core)	3
Elective	3

#### Note

A revised curriculum for nursing majors may be offered to students entering in Fall 1973.

## Registered Nurse Candidates

Registered nurses who wish to obtain a baccalaureate degree may apply for admission to the Admissions Office of Boston College. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state accredited school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms:

(1) A formal application for admission which includes an official high school transcript. (2) A transcript of the nursing school record mailed directly from the Director of the School of Nursing. (3) Official transcripts of all collegiate credits earned at other institutions. (4) A letter of recommendation from the Director of the School of Nursing indicating fitness for college work. (5) A record of pre-entrance physical examination to be completed by your own physician on the Boston College form.

A registered nurse student from another college of approved standing may transfer to Boston College School of Nursing. Those courses will be accepted in transfer which are equivalent to courses offered at Boston College and are of a "C" average. No more than 60 credits will be accepted in transfer. The transfer student must complete at least 60 credit hours at Boston College.

After admission, registered nurses are given the opportunity to take examinations which could establish advanced standing. These examinations are given in Chemistry, Anatomy and Physiology, and Microbiology, and in most sophomore and junior nursing courses. Students who qualify in the examinations may be exempted from required courses in the above-mentioned areas. The length of time required for the completion of the baccalaureate program is determined, in part, by the results of the examinations. At least four semesters of full-time study are required.

## Academic Regulations

### REQUIREMENT FOR GOOD STANDING AND ELIGIBILITY

The standing of a student is determined by a weighted semester average. At the conclusion of each semester each student's record is reviewed by the Committee on Student Promotions. This committee makes recommendations regarding promotion that are submitted to the Dean for final approval.

A student must maintain a cumulative average of C— as the minimum standard of scholarship. In addition, a student must achieve a C— in each course or component of a course carrying a nursing number. A student may repeat any nursing course only once at which time he must achieve the minimum acceptable grade as stated above. Because theory and practice are closely related, a student who fails either component of a nursing course must repeat both of them simultaneously. In all nursing areas offering an advanced elective, the student must first achieve a minimum



grade of C– in the basic course before enrolling in the elective.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

## NORMAL STUDENT LOAD

Students registered for twelve semester-hours credit are considered full-time students. Full-time study is limited to seventeen semester hours during the first semester. Additional hours may be carried in subsequent semesters only after the student has demonstrated an ability to carry the extra responsibility.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents four hours of clinical experience per week per semester.

## CLASS ATTENDANCE

As part of their responsibility in their college experience, students are expected to attend classes regularly. However, no penalty is attached to nonattendance. Freshmen who are not on the Dean's List after their first semester are expected to attend all classes.

Students, whose irregular attendance at classes threaten to lower their academic achievement or lead to failure, will be informed by faculty members or referred to the Dean.

At the beginning of a course, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material, will be announced.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

## Special Academic Programs

### CLASSES FOR PART-TIME STUDENTS

Each semester courses are offered by the School of Nursing in the late afternoon and evening to accommodate part-time students unable to attend day classes. Information regarding these courses may be obtained within one month of the beginning of the semester. Information concerning general academic courses in the evening may be had by consulting the bulletin of Boston College Evening College of Arts, Sciences and Business Administration.

### CONTINUING EDUCATION OPPORTUNITIES

Through the Continuing Education unit of the School of Nursing, a variety of short-term courses and workshops are offered throughout the academic year to registered nurses. These offerings are not part of formal degree programs but are designed to assist the nurse in maintaining professional knowledge and skills.

Details about these offerings can be obtained from the Director of the Continuing Education unit of the School of Nursing.

### HONORS PROGRAM

Honors students in Nursing spend their first two years at the University as members of the Honors Program in Arts and Sciences, engaged in courses with members of that

program and Honors students from the School of Education. Such close interaction and exchange of ideas among students from varied disciplines not only enhances personal and intellectual growth, but provides the basis for effective interdisciplinary rapport in future professional practice. During the third and fourth years of study, they participate in a clinical curriculum which strives to remain open and responsive to the needs of the recipient of health services as well as educational needs of the students themselves. The Honors faculty will encourage students to be creative, innovative and flexible in their practice of nursing; and to approach problems of nursing practice with a spirit of inquiry, while drawing from theory, research and practice in nursing and other disciplines in attempting to solve such problems. Honors students are assisted to develop the above characteristics in a variety of settings which are concerned with the promotion of health for the entire population.

## General Information

### PHYSICAL EXAMINATIONS

Nursing students must each have a complete physical examination prior to entering the program and during the junior year. These examinations may be completed by student's own physician or arranged through the Boston College Student Health Unit. In either case, the student is financially responsible for the examinations. Students will not be permitted to begin clinical practice until they have presented evidence of these required physical examinations.

### FINANCIAL INFORMATION

Boston College is not an endowed institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and other collegiate requirements.

School of Nursing students pay the same tuition, fees and board and room costs as other colleges enrollees. In addition nursing students have the following expenses:

Annual Malpractice Insurance . . . . .	\$10.00
(payable Fall Semester of sophomore, junior, and senior years)	
Regulation School of Nursing Uniforms . . . . .	\$65.00
(payable Spring Semester of freshman year)	
Public Health Nursing Uniforms and Cap . . . . .	\$18.00
(payable Fall Semester of senior year)	
Examination fee . . . . .	\$ 3.00
(payable Fall Semester of junior and senior years for annual NLN tests)	
Graduation fee . . . . .	\$25.00
(payable Fall Semester of senior year; includes school pin, inviations, diploma)	

### TRANSPORTATION TO CLINICAL AGENCIES

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facility utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from those facilities.



## Cooperating Hospitals and Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include: Boston City Hospital; Boston Floating Hospital for Infants and Children; Boston Veterans Administration Hospital; Brockton Hospital; Cambridge Hospital; Children's Hospital Medical Center; New England Deaconess Hospital; Kennedy Memorial Hospital for Children; Lemuel Shattuck Hospital; Massachusetts General Hospital; Massachusetts Mental Health Center; Neponset Health Center; St. Elizabeth Hospital; St. Margaret Hospital; Sancta Maria Hospital; South Shore Hospital and the Visiting Nurse Associations of Boston, Brockton, Framingham and Waltham.

## TEACHING AND RESOURCE PERSONNEL

### Lecturers

**Helen Keliher, R.N.**, Growth and Development  
B.S., Boston College; M.S., Boston University.

**William Lynch, M.D.**, Obstetrics  
A.B., Harvard College; M.D., Boston University School of Medicine;  
M.P.H., Harvard School of Public Health.

**A. Daniel Rubenstein, M.D.**, Public Health Science  
A.B., Harvard College; M.D., Boston University School of Medicine;  
M.P.H., Harvard School of Public Health.

### Associates

**Minnie Cohen, R.N.**, Educational Director  
Boston Visiting Nurse Association, Boston, Massachusetts.

**Shirley Buckner, R.N.**, Director of Nursing  
South Shore Hospital, Weymouth, Massachusetts.

**Alice M. Dempsey, R.N.**, General Director  
Visiting Nurse Association, Boston, Massachusetts.

**Virginia Fitzgerald, R.N.**, Director  
Public Health Nursing, City of Boston, Department of Health and Hospitals.

**Anne Hargreaves, R.N.**, Executive Director of Nursing  
City of Boston, Department of Health and Hospitals.

**Ann G. Jackson, R.N.**, Educational Supervisor  
City of Boston, Department of Health and Hospitals.

**Mary MacDonald, R.N.**, Director  
Department of Nursing, Massachusetts General Hospital, Boston, Massachusetts.

**Marilyn Matte, R.N.**, Director of Nursing  
Massachusetts Mental Health Center, Boston, Massachusetts.

**Gail McGuire, R.N.**, Executive Director  
Waltham Visiting Nurse Association, Waltham, Massachusetts.

**Jean McNally, R.N.**, Executive Director  
Brockton Visiting Nurse Association, Brockton, Massachusetts.

**Mary Peters, R.N.**, Director of Nursing  
Sancta Maria Hospital, Cambridge, Massachusetts.

**Martha L. Sacchi, R.N.**, Chairman  
Department of Nursing, New England Medical Center Hospitals, Boston, Massachusetts.

**Norma Schmieding, R.N.**, Director of Nursing Service  
Boston City Hospital, Boston, Massachusetts.

**Margaret Shanley, R.N.**, Director of Nursing  
Cambridge Hospital, Cambridge, Massachusetts.

**Sister Eleanor Marie, D.C., R.N.**, Director of Nursing Service  
St Margaret's Hospital, Dorchester, Massachusetts.

**Sister Ellen, R.N.**, Administrator  
Joseph P. Kennedy, Jr. Memorial Hospital, Brighton, Massachusetts.

**Jean Steel**, Director  
Visiting Nurse Association, Framingham, Massachusetts.

**Ann Thompson, R.N.**, Director  
Public Health Nursing, Massachusetts Department of Public Health.

**Inez Washabaugh, R.N.**, Nursing Supervisor  
South End Community Health Center, Boston, Massachusetts.

**Mary Welter, R.N.**, Director of Nursing Service  
St. Elizabeth's Hospital, Brighton, Massachusetts.



## Evening College of Arts, Sciences and Business Administration

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed and national origin to discover and develop their individual potential through higher education. The Evening College also makes it possible for qualified adults to register as part-time students in existing undergraduate day courses.

Financial considerations are not the only reasons that preclude full-time studies for many recent high school graduates. Some students, immediately following high school, desire to explore job opportunities in service areas and industry in order to gain practical experience which will aid them in formulating long-range educational goals. Still others are not prepared to make the commitment and personal response which college makes on the individual, and they are best served by delaying college studies or by varying the traditionally structured four year college program.

Fortunately, programs exist through the Evening College at Boston College which are prepared to respond positively to such a wide variety of individual needs. They provide an opportunity for the high school graduate who wants to earn a degree and work at the same time to do so. They allow the independent young high school graduates who want to proceed at their own pace to do so. They are prepared to assist the young men and women who, after a few years of working full-time, have decided on their career goals and determined that a baccalaureate degree is almost certainly needed to achieve them.

The Evening College offers a comprehensive undergraduate curriculum in liberal and professional subject areas. While many students enroll in a formal degree program, others register as special non-degree students for a

single course that may appeal to them. Instruction in the Evening College is given by full time faculty, thus assuring academic challenge.

### Day Courses

Through registration in the Evening College, qualified adult men and women may take courses offered during the day. This opportunity is especially attractive to women whose academic careers have been interrupted and who would like to resume their college education on a part-time basis, alternating as convenient between day and evening attendance.

### Degree Program

The curriculum of the Evening College provides an opportunity for students to earn an undergraduate degree in five years. The curriculum of part-time students are composed of some basic course requirements intended to provide the general educational background considered necessary and desirable for all students, specialization opportunities in a major field of concentration, and a broad range of electives with which to expand the total program. In addition, because the working adult brings to the college classroom an important ingredient of practical experience and know-how, he enriches that class by his observations and insights. The Evening College programs usually are constructed especially to respond to the strengths and needs of these talented, responsible, individualistic people, who come from all walks of life – new students, past students; all unique, yet all sharing much in common – not the least of which is their desire to continue their education.

The Evening College has willing and skilled individuals who are eager to help students arrange a realistic schedule – one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 317, Boston College, Chestnut Hill, Massachusetts 02167.



# Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.).

## General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 9:00 to 4:30, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents should obtain their application materials from the department concerned and non-U.S. citizens may obtain their application material from the Graduate Admissions Office.

The *Boston College Bulletin* is obtained from the departments and the *Schedule of Courses Booklet* is published by the University Registrar for each student prior to registration. The Foreign Student Office, the Office of the Dean of Students, and the Graduate Student Association Office — all located in McElroy Commons — provide special services for students in non-academic areas.

## Graduate School Programs and Degrees

Depts of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.
Biology	X				X	X		
Chemistry	X				X	X		
Classical Lang.			X	X				
Economics	X		X	X				
Education	X	X		X		X	X	X
English	X		X	X				
Geology & Geophysics					X	X		
History	X		X	X				
Mathematics			X			X		
Nursing					X			
Philosophy	X		X					
Physics	X				X	X		
Political Science	X		X	X				
Psychology	X		X					
Romance Lang.	X		X	X				
Slavic & Eastern Lang.			X	X				
Sociology	X		X	X				
Theology	X							
<b>Special Programs</b>								
American Studies			X					
Med. Studies			X					
BC Environ. Center								
Slavic & European Center								

## MASTER'S PROGRAMS

### Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

#### ACCEPTANCE

Candidates for the master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

#### COURSE CREDITS

A minimum of 30 graduate credits is required for each master's degree, except in the Department of English. No formal minor is required, but with the approval of his major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements as described more fully under Transfer of Credit.

#### LANGUAGE REQUIREMENT

The extent and nature of the language requirements are the responsibility of the department concerned. See departmental description.

#### MASTER'S COMPREHENSIVE EXAMINATION

The candidate for a master's degree must pass a departmental comprehensive examination which may be oral, written or both, as determined by the department. Each candidate should consult his major department to learn the time and nature of the comprehensive examination. Candidates planning to take the examination must complete a Comprehensive Sign Up Card in the Registrar's Office by the date specified in the academic calendar. The following grading scale is used: pass with distinction (PwD), pass (P), low pass (LP), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the individual student and to the Dean. A candidate who fails the Master's Comprehensive Examination may take it only one more time.

#### THESIS

Some programs require or allow the option of a thesis. It is the responsibility of the student to make himself familiar with the regulations of his major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Thesis Title Card should be filed with the Registrar 4 weeks prior to Commencement and two typed copies of

the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Registrar's Office, accompanied by the proper binding fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish his results.

### TIME LIMIT

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

### LEAVE OF ABSENCE

Students enrolled in a degree program who do not register for course work in any given semester must request a Leave of Absence for that semester. Leaves of Absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence form from the Registrar and submit this form to their department chairmen and Dean for approval. Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the department Chairman, approved by the Dean, and so stated in the remarks section of the Leave of Absence form. Students must notify the Registrar 6 weeks prior to the semester in which they are expected to re-enroll.

## Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

- Plan A: combines graduate study with a year of teaching internship.
- Plan B: combines a year of graduate study with a period of apprenticeship.
- Plan C: for an experienced teacher or a graduate from a School of Education without teaching experience.

For additional information see the Department of Education subsection: Secondary Education.

Students in the M.A.T. or M.S.T. programs must pass a comprehensive examination taken in two parts – one devoted to the subject matter field and the other to the field of Education. Also required is a research paper in the area of specialization. General requirements regarding credits, language, time limit, and Leave of Absence for the Master's Programs described above are applicable to these degrees.

## Special Master's Programs

Master of Arts in American Studies – See departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies – See departments of History and English.

Master of Arts in Mathematics (non-research) – See Mathematics Institute.

## DOCTOR'S PROGRAMS

### Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. The organization for each department is specified in their "Requirements and Procedures" and is available from the department.

### RESIDENCE

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. At least one year of residence is required during which the student is registered as a full-time student at the University. A full semester is ordinarily taken to mean 4 three-credit courses. This period must be arranged by the student with his department. The residence requirement may not be satisfied by summer session attendance only.

### LANGUAGE REQUIREMENT

Each department shall decide the extent and nature of the language requirement for its students.

### COMPREHENSIVE EXAMINATIONS

Student eligibility for taking the Doctoral Comprehensive Examination is determined by the department. Students should consult their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with highest distinction (PwHD), pass with distinction (PwD), pass (P), and fail (F); one of these four grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the individual student and to the Dean. A student who fails the Doctoral Comprehensive Examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

### ADMISSION TO CANDIDACY

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

### THESIS

Each doctoral candidate is required to complete a thesis which embodies original and independent research, and demonstrate advanced scholarly achievement. The subject



of the thesis must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the department.

## ACCEPTANCE OF THE THESIS

As soon as possible after a student's admission to candidacy, a thesis committee will be appointed by the Dean to judge the substantial merit of the thesis. The thesis committee shall include the major faculty advisor as chairman and at least two additional members of the graduate faculty as readers.

The thesis shall be defended by the candidate in a public oral examination. The Dean must be notified of the examination at least two weeks in advance and announcement of the examination will be posted by the Graduate School Office.

Official approval of the thesis by the thesis committee is required. Committee members certify their acceptance by signing the title page of the thesis. The two signed copies of the thesis should be filed in the Registrar's Office on the date committee approval is given. The submitted theses become the property of Boston College, but the University does not limit the author's right to publish his results.

## THESIS PUBLICATION

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

## TIME LIMIT

All requirements for the doctor's degree must be completed within eight consecutive years from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

## LEAVES OF ABSENCE

The conditions for leaves of absence and readmission as noted in the Master's Program are also applicable to the Doctoral Program.

## Requirements for the Degree of Doctor of Education

Requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite for the degree. There is no foreign language requirement, but technical competence in research methods and in statistics is required. There are nine approved major fields of concentration leading to the Doctor of Education degree: 1) Special Education; 2) Educational Psychology; 3) Educational Research; 4) History and Philosophy of Education; 5) Administration and Supervision; 6) Higher Education; 7) Psychology and Measurement; 8) Curriculum and Instruction; 9) Counselor Education and Counseling Psychology.

## Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral

program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

## The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

## ADMISSION

### Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is a coeducational academic community open to all races, colors, and national origins.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairman of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master/bachelor degree, one should consult his own undergraduate dean.

The Graduate School accepts three classes of applicants: *Regulars* (degree-seeking), *Specials* (credit but non-degree-seeking), and *Visitors* (non-credit auditors).

The credentials required for all Regulars are: 1) AI form accompanied by a \$15 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2), letters of recommendation and official college transcripts to be sent to the department of one's interest. For additional required credentials, e.g. GRE scores etc., consult the requisites of the department to which admission is being sought.

Special applicants normally require only 1) a completed AI form accompanied by a \$15 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2) and official college transcripts to be sent to the department of interest. For additional required credentials, consult the requisites of the department to which admission is being sought. Special students may be accepted later as *Regular* students. In this event, no more than 12 credits earned as a *Special* will be accepted as a part of the degree program.



Visitors are required merely to present a Green Authorization Form signed by the appropriate academic department. Such an applicant must pay fees at the time of registration, but for him no permanent record card will be kept, no grades given or recorded, and no transcript will be prepared. A record of registration, however, will be kept so that certification of registration can be provided if desired.

Students, whether *Regular* or *Special* are not admitted officially until the completed application form has reached and been approved by the Graduate Office. Admission should not be presumed without receipt of official notification.

Credit-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental masters, C.A.E.S., and doctoral programs.

For the necessary application forms and information, Domestic Students (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving GRE Aptitude, Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Office of Testing Services

Boston College

Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from: Educational Testing Service

Box 955

Princeton, New Jersey 08540

Educational Testing Service

1947 Center Street

Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

## Procedure for Filing Applications

**Domestic Students** (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the department or program to which admission is sought.

The completed applications for admission should be on file in the departmental office by July 1 for September admissions, and by December 1 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15. Allocation of financial aid is determined only once for the whole ensuing academic year (September – June).

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries of their departments regarding the completeness of their files.

**Foreign Students** (non-U.S. students who are not permanent residents of U.S.)

Foreign students seeking admission should write the Boston College Graduate School of Arts and Sciences for REQUEST FOR APPLICATION FORM. When this preliminary REQUEST FOR APPLICATION FORM is returned by the student to the Graduate School Office, it will be evaluated by the Committee on Admissions. Applicants who are judged to be qualified as potential degree candidates will then receive the complete application forms entitled APPLICATION FOR ADMISSION TO AN EDUCATIONAL INSTITUTION IN THE UNITED STATES.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences

Graduate Admissions Office

Boston College

Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by May 1 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

## Acceptance

Announcements of acceptance or rejection are sent out on a rolling basis after the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he has been notified officially of acceptance by the Dean.

## Registration

Registration is conducted under the direction of the Office of the University Registrar. Classes start on September 10, 1973 and January 14, 1973. Registration, which is "delayed", allows students an advisement period during which they may plan a more meaningful choice of courses. The days for registration are September 24, 25, 1973 and January 28, 29, 1974 9:30–11:30 and 1:00–4:30. After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a course up to two weeks prior to examinations and may receive *partial* tuition refund on withdrawals submitted during the two weeks following registration. (See section entitled "Withdrawal from a Course.")

**Step 1: At each student's department:**

Students who have been officially admitted by the Dean will complete Yellow Authorization Forms for their program of courses, obtain their chairman's signature of approval for each course and then proceed with these to Central Registration. Whenever possible, students should bring their letter of acceptance to registration.



Students who do not have a formal letter of acceptance from the Dean will complete a Green Authorization Form and then proceed as described above. Voucher-holders, cross-registrants from other schools, Visitors and individuals currently applying as Special Students are included in this group.

*Step 2: At central registration:*

In brief, all students will complete a Student Profile Sheet (Social Security Number required); pay semester fees and tuition in full to the Treasurer (\$85 per credit; \$5 registration fee; Student Activity Fee); drop off all forms, and have ID photo taken if needed (\$2). Students currently applying for admission and who have not been formally accepted must, in addition, sign a Legal Agreement and complete the application process within six weeks.

## RECORD OF REGISTRATION

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their receipted copy of the Course Change Authorization Form to the University Registrar's Office, Lyons 101. When corrections have been made on Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

# Academic Regulations

## GRADES

In each graduate course (exclusive of Thesis Seminar 801) in which he registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

## WITHDRAWAL FROM A COURSE

To withdraw from a course after the first two weeks of class, a graduate student should pick up a Course Change Authorization Form in the University Registrar's Office, Lyons 101. The student will consult the department chairman to obtain an authorization signature and after the first five weeks of class will get the written consent of the professor involved and then return the form to the Registrar's Office. When submitted one copy will be receipted and returned. This copy should be retained by the student until notification is received through the mail that the requested changes have been recorded.

For students who officially withdraw from a course within the first two weeks of class, no recording entry will appear on the permanent record. After the first two weeks of class but before the last two weeks of class, official withdrawal from a course will be recorded by "W" in the grade column

of the permanent record. No student will be permitted to drop a course during the last two weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

## INCOMPLETES

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I" (Incomplete).

If the Incomplete is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. If a student requires additional time to settle an incomplete grade, then he must petition the Dean, who will in all cases consult the professor of the course.

At the end of the appointed time, the "I" will be changed to the earned grade. If the student has not completed the requirements by such time then the grade will automatically be changed to "F."

## SEMESTER EXAMINATIONS AND GRADE REPORTS

A semester examination is given in each course, except seminars and teacher-training courses. Students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather announcement is made by radio (WBZ, WHDH) generally at the latest by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

## TRANSCRIPT REQUESTS

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his full name and should specify whether he is currently enrolled, on leave of absence, withdrawn, or graduated. A \$1.00 fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School except those officially dropped during the first two weeks of classes.

## CHANGE OF NAME AND ADDRESS

Students will be responsible for maintaining their current name and address on file in the University Registrar's Office.

## TRANSFER OF CREDIT

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better will be accepted. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairman and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who take courses in the Boston College Summer Session may formally request the Summer Session Office to send such grades to the University Registrar. Such grades are not transferred automatically.



## Graduation

### JUNE GRADUATION

Graduate school degrees are awarded at the annual June commencement. Students who plan to graduate in June should file a Graduation Card in the Registrar's Office by the deadline stated in the Academic Calendar. If a student does not receive his degree, he must file a new Graduation Card for the next anticipated date of graduation. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements. The graduation fee (\$20.00 for Master's; \$25.00 for Doctor's degrees) is due at this time.

Diplomas are distributed immediately following the completion of the commencement program. Diplomas will be kept for only one year after the date of graduation; thereafter, graduation will be indicated by transcripts only, except in the most unusual circumstances.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

### SEPTEMBER GRADUATION

Graduate students who have completed all degree requirements by September 1 are eligible to receive the degree as of that date. The procedure for September is the same as that for June graduation described above. As there are no commencement exercises in September, the names of those receiving degrees at that time will be included in the program of the following June commencement.

## Financial Aid

### ACADEMIC GRANTS

A variety of fellowship grants and scholarships are available to aid promising students in the pursuit of their studies; University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Remission Scholarship. Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file in the departmental office by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

### UNIVERSITY FELLOWSHIP

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of \$2,500 with remission of tuition. Students should contact the specific departments for details.

### TEACHING FELLOWSHIP

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$3,000 with remission of tuition. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to his graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

## ASSISTANTSHIPS

Assistantships are available in most departments. Application for assistantships should be made to the department and should be returned to the department office concerned by March 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). All assistants are expected to supply in-service work. Generally the assistants in natural science departments have their in-service work in the laboratory. However, in these and in most other departments, the assistants may be required to grade papers, proctor examinations, teach and provide academic service to the professional staff.

Teaching fellows and assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairman of the department and notification to the Dean of the Graduate School.

Stipends for full-time teaching fellows and graduate assistants range up to \$3,000 with full or partial remission of tuition, depending upon the amount of the award. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees. At the opening of each school year, or at whatever other time an assistantship may be awarded, assistants must report to the Treasurer's Office to fill out personnel cards.

An assistant who relinquishes an assistantship voluntarily must report this matter in writing to his department Chairman and to the Dean. Assistantships may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

### RESEARCH ASSISTANTSHIPS

Research assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairman of the department.

### TUITION REMISSION

Full tuition remission accompanies full university appointments as teaching fellows or graduate assistants. In addition, tuition remission is available for a limited number of students upon presentation by the department both of a student's scholarship and needs.

## GRADUATE PROGRAMS

### Department of Biology

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school.



Ph.D. students must include differential and integral calculus in their preparation; these may be taken during the course of graduate studies.

No formal modern foreign language examination is required; but students entering the Department without knowledge of a modern foreign language must take two years work in a modern foreign language with a grade of B or better. Individual professors may test a student for proficiency in the foreign language.

The Ph.D. program does not require a specific number of graduate credits; however, the Resident Requirements, as defined in the Graduate School Bulletin, must be met.

**Requirements:** The core curriculum for all Ph.D. candidates includes Introduction to Biochemistry, Cell Physiology, Bacterial Physiology and Metabolism, and the Molecular Basis of Heredity. Ph.D. students are required to take at least four seminars during their course of studies. The core courses for M.S. candidates consist of Introduction to Biochemistry and any two of the remaining three core courses listed above. M.S. candidates are required to take one seminar. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairman for information concerning the research paper and comprehensive examination requirements.

## CANCER RESEARCH INSTITUTE

The Cancer Research Institute offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

## Department of Chemistry

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry and physical chemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take qualifying examinations in inorganic, analytical, organic and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required to pass the Qualifying Examinations no later than the end of the first year of graduate studies.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

**Requirements:** There is no total credits requirement for the Ph.D. degree. First year requirements provide the student with breadth of knowledge in the traditional four fields; analytical, inorganic, organic and physical chemistry, as well as familiarity with the basic instruments, especially infrared, ultraviolet, nuclear magnetic and mass spectroscopy. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

Candidates for the M.S. degree in Chemistry must pass an examination in German; those for the Ph.D. degree, examinations in German and a second language: French or Russian is recommended. These examinations must be successfully passed before the student is formally admitted to candidacy. In addition, each student presents two seminars before being granted an advanced degree: the first is a Literature Seminar to be presented during the student's second year; the second is a Research Report on results of his thesis research and given during the student's last year of residence.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his major field of interest and his critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year this research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate a research project requiring two to three years sustained effort will begin usually after the first year of study. An oral defense of the dissertation completes the degree requirements.

## Department of Classical Studies

The department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching.

**Requirements:** Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German, and by exception in Spanish or Italian, will be tested by the Department.

## Department of Economics

Only students seeking the Ph.D. degree are admitted to the graduate program in Economics and except in very special cases only students who plan to do full-time graduate work are accepted.

The M.A. degree may be granted to Ph.D. students in the course of their doctoral work or to students who decide not to complete the Ph.D.

In the first year of the doctoral program, students are normally required to take two semesters of Micro Theory, two semesters of Macro Theory, two semesters of Mathematics for Economists, one semester of Statistics, and one semester of an additional elective course. Students who enter with equivalent prior background may be exempted from at least the first semester of Micro, Macro, or Mathematics for Economists, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed in Section II below up to a total of four courses each semester.



Students in the doctoral program are normally expected to achieve a B+ average in their course work.

The requirements for the Ph.D. include a minimum of 48 credits in Economics, six course credits in Mathematics for Economists, one year of residence as a full-time student, a comprehensive examination, a dissertation, and an oral examination on the special dissertation field.

A doctoral candidate must offer three fields. Of the 3 fields offered one field must be Economic Theory; the 2 other fields must be chosen by the candidate from the following list of fields offered: Advanced Theory, Econometrics, Money and Banking, Fiscal Economics, Industrial Organization, International Trade and Finance, Soviet Economics and Comparative Systems, Economic Development, Urban Economics, Labor, and Consumer Economics. The 6 course credits in Mathematics for Economists and the 3 course credits in Statistics are required but are not considered as fields. In addition to Ec 723, Statistics, all Ph.D. students are required to take either Ec. 724, Regression Analysis, or Ec 827-828, Econometrics.

Requests for further information or for application blanks for admission and graduate assistantships should be addressed to the Chairman of the Economics Department, Boston College, Chestnut Hill, Massachusetts, 02167. All applicants are required to take the Graduate Record Examination (verbal, quantitative, and economics sections) and have the scores sent to Boston College. Applications, including all supporting documents, are due not later than March 15, 1974.

## Department of Education

Research and practical experience are facilitated by long-standing relationships with organizations outside the Department of Education and sometimes outside the University. The Center for Field Research and School Services established in April, 1969, provides a unique opportunity for advanced graduate students to engage in school studies, state, regional and national research projects. Areas of study include curriculum development and evaluation, educational testing, the planning of school facilities, administrative organization, school district reorganization and school system analysis.

### DEPARTMENT PROGRAMS AND REQUIREMENTS

#### MASTER OF EDUCATION DEGREE:

The Master of Education degree is given in eleven fields: educational psychology, elementary education, early childhood education, counselor education and school psychology, administration and supervision, reading, religious education, urban education, media specialist, special education and rehabilitation (peripatology).

Ed 500- History of American Education is recommended for those who have had no course work in the history of American education. Each student is required to pass a written comprehensive examination upon conclusion of his course work.

All courses in the three hundred sequence (Ed 300-399) are open to undergraduates.

#### MASTER OF ARTS IN TEACHING AND MASTER OF SCIENCE IN TEACHING DEGREES:

The M.S.T. M.A.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the

secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with Secondary Education.

### CERTIFICATE OF ADVANCED EDUCATIONAL SPECIALIZATION (CAES):

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the master's degree are eligible to receive the CAES. Specific programs for the Certificate have been designed in Administration and Supervision and in Counselor Education, and certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the CAES program is required to pass a comprehensive examination upon conclusion of his course work.

### DOCTOR OF PHILOSOPHY AND DOCTOR OF EDUCATION DEGREES:

A formal doctoral program of study is defined as a minimum of 78 graduate course credits earned subsequent to receipt of the bachelor's degree. Students possessing a master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned at Boston College or elsewhere prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his advisor. A major field of concentration consisting of at least 30 graduate course credits must be included in the program, and one or two minor fields of concentration may be included, at least 15 graduate course credits being necessary to constitute a minor.

Doctor of Education: The candidate must have had three years of full-time educational experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the Department.

Doctor of Philosophy: The student must demonstrate proficiency in at least one language other than English. The languages specified may include any classical, modern or computer language. Statistical competency may also be required.

### HISTORY AND PHILOSOPHY OF EDUCATION

Ph.D. and D.Ed. degrees are offered in the History and Philosophy of Education division. The doctoral program is open to students whose academic backgrounds and interests recommend them for an advanced, scholarly study of the cultural, social and theoretic dimensions of education. The ordinary career objective of students in the program is college or university teaching, yet the program offers ample opportunities for the academic preparation of the educational generalist. Thus, students who are interested in a fundamental and scholarly approach to broad issues in education may find this program both personally and academically rewarding.



Requirements: In addition to fulfilling general requirements of the Department, students will earn at least 30 credit hours in history and philosophy of education. All students in the program are required to take:

- Ed 402 Modern Educational Thought
- Ed 403 Philosophy of Education
- Ed 404 Evolution of Educational Doctrine
- Ed 602 History of Ancient and Medieval Education
- Ed 603 History of Modern Education
- Ed 706 Philosophy of American Education
- Ed 802 Seminar in Philosophy of Education
- Ed 803 Seminar in History of Education

Several courses are open to graduate students below the doctoral level as well as to doctoral students from other programs, usually without prerequisites. Such courses undertake to provide a theoretical and liberalizing influence on graduate education.

## EDUCATIONAL PSYCHOLOGY

Candidates for the M.Ed. in this program are prepared for positions such as program analyst, research consultant, and in-service instructor in school systems. Doctoral candidates are prepared for teaching and research positions in higher education and for research offices in schools, government agencies, and industries where there is a direct concern with factors affecting learning and with the evaluation of instructional procedures.

Requirements:

- Ed 402 Modern Educational Thought
- or
- Ed 403 Philosophy of Education
- or
- Ed 404 Evolution of Educational Doctrine
- Ed 311 Educational Psychology (for those lacking an undergraduate course in this subject)
- or
- Ed 414 Modern Psychology and Education (for those who have had a course in educational psychology as an undergraduate)
- Ed 315 Psychology of Adolescence
- Ed 416 Child Psychology
- Ed 460 Research Methods in Education
- or
- Ed 461 Pro-Seminar in Methods of Educational Research
- Ed 464 Construction of Achievement Tests
- Ed 412 Abnormal Psychology
- Ed 413 Social Psychology
- Ed 363 Introduction to Statistics
- Elective

Doctoral Research and Seminar Experience:

- Ed 910 Projects in Educational Psychology
- Ed 911 Seminar in Cognitive Processes
- Ed 912 Seminar in the Psychology of Learning
- Ed 913 Seminar in Motivation: Theory and Practice
- Ed 914 Seminar in Theories of Instruction
- Ed 915 Seminar in Language, Thought and Instruction
- Ed 916 Seminar in Child Psychology
- Ed 917 Seminar in the Methods of Educational Psychology

## CURRICULUM AND INSTRUCTION

Within this division there are seven programs or areas of concentration: elementary education, early childhood edu-

cation, secondary education, reading specialist, urban education, media specialist, and science education. Each offers one or more plans of study at the Master's level and also provides for planning programs on an individual basis at the C.A.E.S. and doctoral levels. The overall policy of the division is to afford each candidate as much freedom of choice as possible in structuring a major portion of his own program, including the opportunity to select courses from programs within the division, other divisions within the department, and from academic subject fields.

Requirements: All candidates for the Master's degree are required to complete three courses from divisions other than Curriculum and Instruction. Each program within the division has its own unique additional requirements.

Candidates for the C.A.E.S. are normally required to take the following:

- Ed 362 Nonparametric Statistics
- or
- Ed 363 Introduction to Statistics
- Ed 707 Contemporary Issues in Educational Theory
- or
- Ed 914 Seminar in Theories of Instruction
- Ed 820 Projects in Curriculum and Instruction
- The following courses are normally required of all students in the Ph.D. and D.Ed. programs:
- Ed 362 Nonparametric Statistics
- or
- Ed 363 Introduction to Statistics
- Ed 364 Intermediate Statistics
- Ed 466 Curriculum Evaluation: Theory and Practice
- Ed 820 Projects in Curriculum and Instruction
- Ed 914 Seminar in Theories of Instruction
- Ed 960 Analysis and Design of Educational Research

## Elementary Education

Coordinator: Lillian Buckley

Plan A: The M.Ed. degree is designed for prospective teachers with little or no formal preparation for teaching in the elementary school. This 36-credit program is for full and part-time students. Full-time students are urged to begin their programs in the summer.

Plan B: The M.Ed. degree is designed for candidates with a recent undergraduate degree or experience and course work in elementary education. Candidates in this 30-credit program are required to take three courses in educational foundations or in programs other than Elementary Education.

## Early Childhood Education

Coordinator: Eva Neumann

Focus is on the young child — from infancy to five years — and preparing teachers and administrators for day care, preschool and primary grades. The program emphasizes developing teaching competencies to implement play as a basis for early childhood education and to foster development of self-concept, cognitive skills and creativity in the young child. Course work and practicum experiences for all graduate students are designed to meet individual needs and career goals as much as possible.

Candidates for the M.Ed. degree are required to take the following:

- Ed 321 Teaching Strategies and Learning Environments
- Ed 526 Seminar in Early Childhood Education
- Ed 527 The Parent, Teacher and Child
- Ed 626 Seminar in the Psychology of Play and Self-Concept



Ed 820 Projects in Curriculum and Instruction

One course in Special Education

One course in any three of the following areas: History and Philosophy of Education, Educational Psychology, Educational Research, Educational Administration.

Candidates for the M.Ed. degree with no previous background in early childhood education, are required to take in addition to the above:

Ed 427 Student Teaching

One methods course in language development

One methods course in science

Candidates for the C.A.E.S., D.Ed., and Ph.D. are expected to take the core courses in early childhood education in addition to the basic requirements of the Division of Curriculum and Instruction.

## Secondary Education

Coordinator: *Edward B. Smith*

Three programs designed for prospective or experienced secondary school teachers lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plans A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching.

Plan A: This plan provides a program which combines graduate study with a year of internship teaching. An intern teacher teaches half-time in a secondary school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin his graduate study with the summer pre-internship program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis. A typical program would call for 21 graduate hours in Education and 15 graduate hours in an area of concentration. Plan A is normally completed in a year and two summers.

Plan B: This plan combines graduate study with a period of field work without pay. Candidates may begin in summer or in September or February on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis. A typical program calls for 21 graduate hours in Education and 15 graduate hours in an area of concentration.

Plan C: This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and his teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to comprise the degree program are planned by the student and advisor on an individual basis. A degree program is composed of a minimum of 30 credit hours in courses taken in education and the teaching field, not necessarily equally from each. Approval of each student's program by the program coordinator is required. Application forms for all three plans should be directed to Office of Admissions, School of Education.

## Reading Specialist

Coordinator: *John F. Savage*

A planned 30-semester hour M.Ed. program leads to certification as a reading specialist according to recommendations of the International Reading Association Committee on

Professional Standards. A minimum of three years teaching experience is required, preferably upon entrance into the program.

Requirements: In addition to Department requirements, the following courses are part of the reading specialist program:

Ed 521 Developmental Reading Instruction

Ed 621 Diagnostic and Remedial Techniques in Reading

Ed 728 Seminar and Practicum in Remedial Reading/Learning Disabilities

Elective in educational measurement

The remainder of the program is planned to meet individual needs.

The Reading Specialist Program also includes C.A.E.S. candidates whose programs are planned on an individual basis.

## Urban Education

Coordinator: *Charles F. Smith, Jr.*

All studies in urban education will include a sequence of professional courses and an inner-city practicum. The specific nature of the latter will depend upon the educational background, experience and professional goals of the candidate and requires the collaboration of the coordinator of studies in urban education.

The M.Ed. degree program is a three-semester one, designed to develop teaching and research skills. Emphasis is on the application of these skills in inner-city schools where there is a high concentration of economically and educationally deprived students. Candidates who need supervised practice teaching to meet teacher certification requirements should plan on at least one additional semester.

In addition to three courses in educational foundations, the following are required:

Ed 423 Urban Education: Crucial Issues I

Ed 523 Urban Education: Crucial Issues II

Ed 623 Urban Education: Programs, Methods and Materials

Ed 723 Urban Education: Inner-City Practicum

Three electives (approval of Coordinator)

The C.A.E.S. is offered to candidates who wish to gain greater proficiency in the field of urban education and who have completed a master's degree in a relevant field. The division of Curriculum and Instruction offers a Ph.D. and a D.Ed. degree with a concentration in Urban Education.

## Media Specialist Program

Coordinator: *Fred J. Pula*

The M.Ed. degree for media specialists is a 36-semester hour program leading to qualification as a media specialist according to the recommendations of the Association for Educational Communications and Technology, and the Office of Teacher Certification and Placement for the State of Massachusetts. The program allows flexibility for pursuing any one of the developing areas of specialization in educational technology, such as: administration of media centers, curriculum design and innovation, design and preparation of instructional materials, and selection and utilization of instructional materials.

Full-time students can complete the program in two summers and one academic year. If supervised student teaching is needed to fulfill certification requirements, the program is extended by at least one additional semester.



Requirements: In addition to Division requirements, the following courses are normally required:

- Ed 424 Introduction to Educational Technology
- Ed 524 Selection, Evaluation and Utilization of Instructional Materials
- Ed 624 Production of Instructional Materials
- Ed 724 Media Specialist Practicum

The choice of four elective courses is subject to the guidance and approval of the program coordinator.

## Science Education

Coordinator: George Ladd

Plans A, B and C of the M.S.T. programs in Secondary Education provide for concentration in earth science, chemistry, biology and physics, general and environmental sciences. Doctoral programs with a concentration in science education will normally include selected courses in the sciences along with the following:

- Ed 325 Science in the Elementary School
- Ed 326 Science in the Secondary School
- Ed 725 Internship in Science Education
- Ed 727 Seminar in Science Education (I and II)

## COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association.

The M.Ed. degree contains a common core of education and guidance courses, and permits selection of a series of recommended courses of professional preparation for either elementary school guidance or secondary school and college level guidance. Each of the professional courses in guidance and counseling is accompanied by prepracticum laboratory experiences.

Students wishing to be counselors in public schools should see that they meet teacher-counselor certification requirements of their state. Those wishing certification as school psychologists in Massachusetts should complete the Master's degree in elementary guidance including courses: Ed 549, Ed 464 and Ed 392.

Those intending to work as counselors in non-school settings may substitute graduate courses in psychology, sociology or economics with permission of the appropriate department head.

The Master's program in guidance and counseling may be completed in two summers and two regular semesters, in three regular semesters, or part-time within a six-year period. All M.Ed. candidates must take Ed. 440 – Principles and Techniques of Guidance at the beginning of their program. They are also required to take one core course in each of three areas of Education other than the major. These are:

- Ed 460 Research Methods in Education
- or

- Ed 363 Introduction to Statistics

Graduate course in learning theory or educational psychology

Graduate course that fits proposed area of counseling

Certificate and doctoral applicants will only be accepted if they have completed a master's degree in counseling and guidance or school psychology. Advanced graduate courses numbered between 600 and 900 should be selected.

Ordinarily the C.A.E.S. consists of 30 hours, and the doctorate a minimum of 48 hours plus a dissertation. Doctoral candidates must complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. Electives for the doctorate include a major in counseling psychology; minors can be worked out in conference with the candidate's advisor and doctoral committee. A program combining school psychology and counseling psychology is available for candidates desiring to work below the ninth grade level.

The C.A.E.S. program completes the professional preparation counselors need beyond the master's degree. A high level of performance for the C.A.E.S. permits the student to be invited into a doctoral program, but doctoral students may not elect to substitute the C.A.E.S. There is no residence requirement for the C.A.E.S.

Master of Education in Elementary Guidance and School Psychology: Students intending to work with individuals under age 12 should take the previously listed four core courses plus the following program which meets all provisional state certification requirements, except teacher certification, for guidance counselor, school psychologist, or school adjustment counselor. Those intending to work in non-school settings may vary the program, and state public school certification requirements need not be followed.

### Counseling Core

(Massachusetts Certification Requirements for Guidance Counselor. Open only to M.Ed. candidates in counseling.)

- Ed 443 Counseling and Group Processes in Elementary School\*

- Ed 448 Career Development and Placement: Elementary School Through College

### Additional Counseling Core Courses

- Ed 464 Individual Intelligence Testing\*

- Ed 442 Identification and Prevention in Elementary School Guidance\*

### Practicum in Child Guidance\*

- Ed 416 Child Psychology

or

- Ed 641 Behavior Problems of Childhood and Adolescence

- Ed 445 Clinical Child Guidance

or

- Ed 392 Psychology and Education of Exceptional Children\*

Master of Education in Secondary School and College Counselor Education:

Students preparing for counseling in secondary school or college should take the four core courses named previously plus the program indicated below. Those planning to work in non-school settings may vary the program with permission of the Director and full understanding that state public school certification in guidance will not be met.

### Counseling Core

- Ed 446 The Counseling Process

- Ed 448 Career Development and Placement: Elementary School through College

- Ed 465 Group Psychological Tests

### Additional Counseling Core Courses

- Ed 315 Psychology of Adolescence

\*Massachusetts Certification Requirements for School Psychologists

or

- Ed 641 Behavior Disorders of Childhood and Adolescence



Ed 547 Personality Development and Mental Health of the Child

or

Ed 549 Abnormal Psychology for Counselors

Ed 646 Beginning Counseling Practicum (Courses Ed 440, Ed 446, Ed 448 and Ed 465 should be completed prior to enrollment in this course).

Electives: Choose two of the following: Ed 441, Ed 444, Ed 464, Ed 640, Ed 543, Ed 644, Ed 645, Ps 350.

## EDUCATIONAL ADMINISTRATION AND SUPERVISION

Boston College offers graduate preparatory programs and in-service training for all the major administrative and supervisory posts in education. Programs lead to the Master's degree, the Certificate of Advanced Educational Studies, the Doctor of Education degree and the Doctor of Philosophy degree.

Applicants for admission must meet all of the general requirements for admission as well as the following requirements:

Be a certified or certifiable teacher with successful experience in education or some equivalent. At least three years of such experience is required for the C.A.E.S. and doctoral candidates.

Be recommended for a career in educational administration and supervision by a currently-practicing administrator. Submit a statement of his career goals. Receive the approval of the appropriate admissions committee in the Department of Education.

The program leading to the M.Ed. degree usually consists of eight courses offered by the Division of Administration and Supervision and two electives.

The program leading to the C.A.E.S. calls for 30 credit hours of advanced study beyond the Master's. To qualify for the C.A.E.S., the applicant must have completed as prerequisites the following courses or their equivalents:

Ed 450 Introduction to Educational Administration

Ed 451 Personnel Administration

Ed 456 Legal Aspects of Educational Administration I

Ed 459 Supervision I

The programs leading to the doctoral degrees call for a minimum of 48 credit hours beyond the Master's. The same prerequisites for the C.A.E.S. apply to the doctoral programs.

In both the certificate and doctoral programs the student develops his individual program with the help of his advisor or program committee. In certain instances a waiver or substitution for a required course may be permitted. All graduate programs must be approved by the Department.

Master's Degree: The M.Ed. in Administration and Supervision is designed primarily for the preparation or in-service training of elementary, middle and high school principals, and staff supervisory personnel. It normally includes 30 credit hours beyond the bachelor's degree.

Requirements:

Ed 450 Introduction to Educational Administration

Ed 451 Personnel Administration

Ed 452 Introduction to Educational Finance and School Business Management

Ed 453 The Elementary School Principalship

or

Ed 455 The Middle and High School Principalship

Ed 456 Legal Aspects of Educational Administration I

Ed 457 Administration of Curriculum: Theory and Practice

Ed 458 Education and the Political Process

Ed 459 Supervision I

Certificate of Advanced Educational Studies: Certificate programs are designed for prospective and currently practicing administrators or supervisors who already have a master's degree and do not plan to secure a doctoral degree, but who see the value of individually planned advanced graduate work. The Certificate program usually includes courses in general administration, statistics, research, and supporting disciplines.

Doctoral Degrees: In addition to the Graduate School requirements and as part of a doctoral candidate's program, an internship may be deemed necessary by the faculty of the Division of Educational Administration and Supervision. Doctoral candidates enrolled in an internship must be successful in an administrative field project and submit special papers related thereto. An oral examination on the field project is also required.

Students in the doctoral programs are expected to study in related areas of education as well as in the supporting disciplines. Courses for each student will be suggested according to the degree being sought, the academic and professional background of the individual, and his career goals.

## EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION

The program in Educational Research, Measurement and Evaluation is designed to prepare educational researchers with specialized competence in evaluation of educational innovations and in basic research in education. Graduates of the program are qualified for academic posts in university departments of education or psychology. They are also qualified for research positions in universities, foundations, local educational agencies, state and regional departments of education, and in research development centers.

M.Ed. Degree: A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. No thesis is required at this level and the requirements may ordinarily be completed in two semesters and a summer of full-time study.

Core requirements:

Ed 363 Introduction to Statistics

Ed 364 Intermediate Statistics

Ed 461 Pro-Seminar in Methods of Educational Research

Ed 366 Introduction to Data Processing and Computers (1 cr. course)

Ed 367 Introduction to Computer Programming

At least three of the following should be taken:

Ed 365 Nonparametric Statistics

Ed 462 Construction of Achievement Tests

Ed 463 Construction of Attitudinal and Opinion Questionnaires

Ed 464 Individual Intelligence Testing

Ed 466 Curriculum Evaluation: Theory and Practice

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy of Education

Ph.D. Program:

This program prepares researchers with specialized competence in the evaluation of educational innovations and in basic research in education. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about education,



with special attention given to methods of data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis and model development. Knowledge of the FORTRAN computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of experiments, univariate and multivariate statistical analysis of data, and the development of mathematical and computer simulation models of educational processes.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals. Many students have a minor, or a joint program in Educational Psychology, Special Education, Computer Science and management or other areas.

Requirements: In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

- Ed 664 Design of Experiments
- Ed 666 Simulation Models in Behavioral Research
- Ed 667 Introduction to Multivariate Statistical Analysis
- Ed 668 Topics in Multivariate Statistical Analysis
- Ed 669 Psychometric Theory
- Ed 860 Survey Methods in Social and Educational Research

An internship in Educational Research is usually included in a student's program which consists of half-time assignment to a local school system or other agency involved in curriculum experimentation, change or evaluation. Supervision of the internship is provided by professors in the Division of Educational Research.

Applicants are required to submit: (1) evidence of superior academic achievement as indicated by graduate and/or undergraduate grade-point averages; (2) two letters of recommendation; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research. Where possible a personal interview with the Division of Educational Research faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

## RELIGIOUS EDUCATION

The Religious Education Program provides comprehensive preparation for the teaching of religion, or the administration of religious education programs, at all levels, in one, or a combination, of the following sequences:

A four-summer series of Institutes, comprised of morning lectures, providing the core curriculum, plus afternoon lectures, practica, and workshops on varied aspects of religious education, leading to the M.Ed. in Religious Education. Each of the summer Institutes grants six credits toward the required eighteen credits in Theology and twelve in Education. By arrangement with the Director, students may earn three extra credits during the summer. Students may continue their studies during the academic year, at Boston College, at member institutions of the Boston Theological Institute, or at other accredited institutions of higher learning. Up to six credits, with a grade of B or better, may be transferred from other accredited colleges or universities.

During the academic year in the Religious Education Program, students fulfill the required eighteen credits in Theology and twelve credits in Education through courses

selected in consultation with the Director. Cross-registration in the Boston Theological Institute is available.

Students with a Master's in Education, or related field, and three years experience in the field of religious education, may study for the C.A.E.S., requiring 30 credits of graduate work beyond the Master's, fifteen in Theology and fifteen in Education. The Certificate program is designed to fit the career objectives of individual students.

Comprehensive examinations are required for all candidates in the M.Ed. and C.A.E.S. programs.

## HIGHER EDUCATION

Both the Ph.D. and the D.Ed. degrees are offered in Higher Education. The program is designed to prepare professional and research workers at the doctoral level in the areas of college and university administration, student personnel and community college.

Requirements: A core of at least 8 courses are selected from the following:

- Introduction to Higher Education
- The Idea of a University
- Organization and Administration of Higher Education
- Student Personnel Programs in Higher Education
- College Personnel Policies and Practices
- Introduction to Community-Junior College I
- Introduction to Community-Junior College II
- College Teaching
- Issues in American Higher Education
- Higher Education in Other Nations
- Theories of Student Personnel
- The Finance of Higher Education: An Overview
- The College, Courts and the Law
- Seminar in Academic Administration
- Seminar in Curriculum in Higher Education
- Seminar in Institutional Research and Planning
- Seminar in Current Problems in Higher Education
- Colloquium: Student and Campus Cultures
- Colloquium: Community-Junior College
- Internship in University Administration
- Internship in Community-Junior College
- Internship in Student Personnel
- Reading and Research in Higher Education

In consultation with a program advisor, students will select the remaining courses from other divisions or departments which fulfill their individual needs and interests. The instructional resources of the University provide an extensive range of advanced offerings from such areas as Counseling, Information Processing, Management, Public Administration, Psychology and Sociology.

## SPECIAL EDUCATION AND REHABILITATION

This division offers graduate programs at the M.Ed., C.A.E.S. and doctoral levels. The Master's degree programs include the following:

The *Special Educator* program which prepares itinerant, resource room and special class teachers who can work with mentally retarded, emotionally disturbed, physically handicapped or learning disabled. This cross-categorical program also allows for some specialization as the needs and interests of the student dictate.

The *visually Handicapped Teacher* program which prepares itinerant, resource room or special class teacher to work with children who are blind or partially seeing.

The *Deaf-Blind Specialist* program is a two year program in which students from accredited institutions of higher learning enroll at the end of their junior year and receive



the B.A. at the end of their first year and the M.Ed. at the end of the second year. Graduate students may enroll but generally two years will be needed for them to complete the required sequence and earn the M.Ed. degree.

The *Peripatology* program prepares rehabilitation personnel to teach orientation and mobility to blind children and adults.

The *Rehabilitation Teacher* program is being planned to prepare teachers of the adult blind to work in rehabilitation centers or in the client's homes teaching activities of daily living.

The C.A.E.S. program is for experienced practitioners who want advanced graduate training, but who are not interested in pursuing a doctoral program. This includes those seeking to be administrators or supervisors of special educational services, consultants to regular and special class teachers, or research assistants in programs concerned with handicapped persons.

The D.Ed. and Ph.D. programs provide preparation for college teaching, and administration or research in schools or agencies serving the handicapped. Programs are tailored to meet the needs and interests of each student.

Observation and clinical experiences are provided in the many public and private schools and agencies with which the Division of Special Education and Rehabilitation is affiliated. In addition, the division operates its own Campus School for Multihandicapped Children (H.E.W.). A limited number of assistantships are available to students in the Special Educator, the Visually Handicapped Teacher and the Deaf-Blind Specialist programs.

## Department of English

### MASTER OF ARTS PROGRAM

Students seeking the Degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 18 semester hours of graduate credit and to pass three examinations: a written examination in criticism, a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

The total tuition cost for the M.A. program in English is identical with that of other (30-hour) programs at Boston College (\$2550) even though only 18 credit hours of work are involved *pro forma*. The fee per credit hour will remain the same, i.e. \$85/credit hour, so that following completion of formal course work ( $\$85 \times 18 = \$1530$ ), there will remain a residue of \$1020 for tutorial, guided research, independent study, and other courses up to thirty hours. The English Department will notify the Registrar's office the beginning of the term in which the student plans to be graduated. At that time the student's credits will be checked and bills mailed from the Treasurer's office.

The examination in criticism will be based on four texts, to be announced at the beginning of each semester, and the candidate will be expected to write on three of the four to demonstrate not only his critical awareness but a familiarity with the major scholarly works relating to these texts.

The examination in modern languages will also be offered each semester and the candidate may take it in a number of languages related to his area of special interest.

The oral examination, to be taken only after the candidate has satisfactorily passed the written examinations, will be administered by a committee who will question the candidate upon a list of twenty titles of the candidate's own

choosing but which will have to be submitted to the department for approval at the time application is made to take the oral examination.

There is no thesis requirement connected with the program.

### Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are the Departments of History, Sociology, Political Science, and English. The program is administered by a committee composed of representatives from each of the cooperating departments. A two semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues in his chosen field.

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect his capacity to synthesize diverse areas of knowledge and will focus on his major interest. The examining board should consist of at least one member of the American Studies committee.

There is no language requirement for the M.A. in American Studies.

An applicant for admission to the American Studies program should submit his application to the department of his desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

### Master of Arts in Medieval Studies

In conformity with the program leading to the degree of Master of Arts in English, the M.A. in Medieval Studies is awarded upon the completion of a year in residence, to be defined as the satisfactory fulfillment of requirements in courses granting at least 18 semester hours of credit, and the passing of three examinations: an examination in a foreign language, a written examination, and an oral examination.

The minimum 18 semester hours of credit should be distributed as follows: 12 hours minimum taken in graduate courses in the medieval period and in the history of the English language and linguistics offered by the English Department; 6 hours minimum taken in courses in the



medieval period offered by the departments of classics, Germanic studies, history, philosophy, Romance languages, and theology. For 3 hours credit of the 12 allotted to courses in the first category or 3 hours credit allotted to courses in the second category, but not both, the candidate may, with the permission of the Director of Medieval Studies, substitute 3 semester hours of credit in graduate courses offered by the English Department and by other departments that are not in the medieval period but can be shown to be truly relevant to a medieval studies program.

Because the M.A. in Medieval Studies is a more specialized degree than the main M.A. in English, it would be highly advisable for the candidate to take additional courses, beyond the minimum 18 hours, both for the pragmatic reason of passing examinations and for the more idealistic one of self-enrichment.

In conformity with the main M.A. in English, no thesis will be written by a candidate for the M.A. in Medieval Studies.

In conformity with the outlines of the main M.A. requirements, the written examination will be offered each semester and will be based on 6 texts. These will be medieval texts, one of them a work by Chaucer, selected by the M.A. in Medieval Studies Committee and announced at the start of the semester. The candidate will be expected to write on 3 of 6 questions designed to provide an opportunity for demonstrating not only skill in the Old or Middle English language and critical awareness but a familiarity with the major scholarly works concerned with the texts he has chosen to write about. The examination will be four hours long: two hours in the morning for two questions, and two hours in the afternoon for the third. Texts chosen for the examination should be selected to represent both the Old English and the Middle English period.

The oral examination, which may be taken by the candidate only after he has passed the written examination and the examination in a foreign language, will be an hour and a half in length and intended to test the candidate's awareness of the Old and Middle English languages, medieval literature and the interrelatedness of texts as well as his ability to explicate a text in detail. It will be administered by a committee appointed by the English Department, who will examine the candidate upon a list of 20 titles of the candidate's own choosing. By petition of the candidate, one member of the examining committee may be a faculty member of one of the other departments in which he has taken courses. Titles chosen for the examinations should include at least 3 non-English medieval works and 3 classical works. The list will have to be submitted to the Director at the time application is made to take this examination. The Director will, in turn, submit the list to the M.A. in Medieval Studies Committee and then to the examining committee for approval.

Either Latin or French will be acceptable in fulfillment of the language requirement. The examination will follow otherwise the guidelines prescribed by the department for the language examination leading to the main M.A. in English.

## Graduate Assistantships and Teaching Fellowships

A number of assistantships and fellowships, with stipends up to \$2600 plus remission of tuition, are available for M.A. candidates.

## DOCTOR OF PHILOSOPHY PROGRAM

No more than five students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

Fellowships up to \$2000 are offered which will free the student for three years of full-time study, and one year of teaching experiences designed in relation to his graduate program.

A candidate will be expected to select a course of study such as this:

He will choose as his field of concentration one of the following, on which he will be given an oral examination in his third year:

1. Old English and Medieval language and literature;
2. English literature 1500-1600;
3. English non-dramatic literature 1600-1800;
4. English dramatic literature 1600-1800;
5. English literature 1800-1900;
6. Twentieth-century English literature;
7. American literature to 1900;
8. Twentieth-century American literature; or
9. History of literary criticism.

He will also be asked to give evidence of familiarity with three others among these areas. He may demonstrate his knowledge of them in written examinations or, when suited to his course of study, will be permitted to submit other forms of evidence: write an essay, deliver a lecture, defend an outline for a course, plan an anthology.

Students will be encouraged to submit proposals for individual variations of such a program. Those interested in interdisciplinary studies (e.g., Medieval or American Studies) may demonstrate knowledge in a related area in substitution for one of those above.

## Course Requirement

The only specified course requirement for all candidates is one doctoral seminar each of the first four terms.

The remainder of the student's program may include other courses chosen from a wide offering in the graduate English department or in related disciplines (e.g., Linguistic and Rhetorical Theory). When appropriate to his training and interests, the student will be urged to devote much of his first two years to individual reading and writing under direction of various members of the graduate faculty.

## Language Requirement

The candidate will be asked to demonstrate a knowledge of one foreign language and its literature, or an ability to read two foreign languages.

The department will test the student's ability in his chosen language by asking him to use it in working out scholarly or critical problems designed in relation to his other studies.

## Thesis Requirement

The student will be given a full year to write a thesis under the direction of an advisor.

Topics demanding extended development may be submitted in dissertations of book length. Students will, however, be advised to work on subjects which they can treat in a more concentrated article or essay to be completed in polished publishable form by the end of the fourth year.



## Teaching

A full year will be devoted to teaching under the direction of individual faculty members.

The doctoral candidate will not teach simply as an assistant or in "service" courses, but will be given a variety of opportunities to teach in courses related to his thesis, his field of concentration or other phases of his graduate work. He will be encouraged to make connections between his studies and the teaching for which he will be preparing.

## Department of Geology & Geophysics

### MASTER OF SCIENCE PROGRAM

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in geology or geophysics with courses in physics, mathematics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in one or more of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences; and 3) students with strong liberal arts training who wish to obtain professional training for careers in the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of their undergraduate education (including course and non-course experience), their objectives in attending graduate school, and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam are also required.

Requirements: No single curriculum is prescribed; instead course and research programs are developed by the student and an advisory committee that are consistent with the student's background and professional objectives.

Students entering without broadly based backgrounds in either geology or geophysics generally require more time to complete the degree program. All M.S. degree candidates are required to complete a minimum of 36 course credits; of these, up to six credits may be in undergraduate level geology and geophysics courses, and up to six credits in Thesis Seminar. Up to 18 credits may be obtained by cross-registration in the Department of Geology at Boston University through a co-operative program. A thesis is normally required for the M.S. degree. Students must also demonstrate competency in one foreign language or in computer programming. A comprehensive oral examination is given each student near the end of the program.

### MASTER OF SCIENCE IN TEACHING PROGRAM

The Department offers a program leading to the Master of Science degree in Teaching in co-operation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. Plans A and B are commonly for those candidates without prior teaching experience; a 36 credit minimum M.S.T. degree program in which at least 15 credits are in earth sciences, 15 credits in education, and six credits are for supervised internship teaching. Plan C is for experienced teachers and is a 30 credit minimum M.S.T. degree program, of which at least 15 credits are in earth sciences.

The general application procedures for the M.S.T. degree program are those described for the M.S. degree program. Graduate Record Exam scores, Verbal, Quantitative, and Advanced, are required.

Requirements: No single curriculum is prescribed. Instead, flexible course and research programs are developed by the student and an advisory committee based upon the student's background, need, capabilities, and projected goals.

## DOCTOR OF PHILOSOPHY OR DOCTOR OF EDUCATION PROGRAM

The School of Education offers a program leading to the Ph.D. or D.Ed. degree with a concentration in Science Education. The Department of Geology & Geophysics cooperates in this program by providing the opportunity for individuals interested in Earth Science Education to acquire added concentration through Department courses and research. For further details, consult the catalog description of the program in the Department of Education.

## ASSISTANTSHIPS AND FELLOWSHIPS

Teaching and research assistantships and teaching fellowship awards of up to \$2500 are available depending upon qualifications. These are awarded with or without tuition remission. M.S.T. degree candidates in Plan A may be eligible for teaching internships in a local school system; these carry a stipend of up to \$3,750 and earn six credits in practice teaching.

## BOSTON UNIVERSITY COOPERATIVE PROGRAM

The Department operates a cooperative program with the Department of Geology at nearby Boston University. This program permits degree candidates at Boston College to pursue courses which are unavailable at Boston College but available at Boston University. A list of these courses is on hand at the Department office.

## Department of Germanic Studies

Since there will be no graduate program in Germanic Studies as of 1973-74, the department will offer tutorials for those graduate students who are still enrolled in the program and who have to fulfill course requirements. Those tutorials are open to qualified undergraduates.

## Department of History

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Modern European History, Russian and East European History, and American History, the department offers supplementary work in Latin American History and Asian History.

Programs have been established in American Studies, in Russian and East European Studies, and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service as a teacher-scholar. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.



Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

All graduate students are expected to attend, during the first six weeks of their first semester of study, a non-credit colloquium in Historical Methods (Hs. 701).

Students are not allowed to complete the M.A. program by attending only summer sessions but, are required to take a total of at least four courses (12 credits) during the regular academic year.

## THE MASTER OF ARTS IN HISTORY

This program offers an M.A. with or without a thesis. Able students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in history are encouraged to pursue an individual course of study. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special field of concentration. Considering these criteria, students must select and complete 18 hours in a major field and 12 hours in a minor field. Available as major or minor fields are Medieval History, Modern European History (encompassing English, Continental Europe, Russian and East European History), and American History. The minor fields available are Latin American History, and Asian History. Any student whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, request the Graduate Committee of the department for permission to substitute a different proportion or variety of courses and fields than those normally required. The opportunity for study in a major or minor field is open to the extent that the department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the major field.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major field. They must also write a substantial paper in a graduate course in their minor field. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted with permission of the Graduate Committee of the department.

## THE MASTER OF ARTS IN AMERICAN STUDIES

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in

that the techniques and information which he learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in his chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect his capacity to synthesize diverse areas of knowledge and will focus on his major interest. The examining board should consist of at least one member of the American Studies committee.

## Admission to American Studies

An applicant for admission to the American Studies program should submit his application to the department of his desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

## THE MASTER OF ARTS IN RUSSIAN AND EAST EUROPEAN STUDIES

The Russian and East European Center at Boston College has been designed in order to encourage students to participate in an interdepartmental program of Russian and East European studies on the graduate level. The Center is supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

This program is specifically set up to help prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to students entering this program that it is an interdepartmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The certificate from the Center will be granted to students in addition to the degree which they earn in history, economics, political science, languages, or philosophy.

Candidates for the M.A. in Russian and East European Studies without the thesis will earn eighteen hours of graduate study in Russian and East European History, and twelve hours in Economics, Political Science, Sociology, or related fields. Candidates for the M.A. in Russian and East European Studies with the thesis will earn twelve hours of graduate study in Russian and East European History,



and twelve hours in Economics, Political Science, Sociology, or related fields. They will write their thesis in the field of Russian and East European History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in History will remain in effect.

A mastery of the Russian language is essential, in addition to the knowledge of at least one East European language.

The M.A. thesis must be in a subject from the Russian and East European area of study. Successful completion of a final comprehensive examination is required in order to achieve the graduate certificate from the Center.

## MEDIEVAL STUDIES

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

## THE DOCTOR OF PHILOSOPHY IN HISTORY

Advancement to the status of Ph.D. Candidate is attained only after the completion of the M.A. degree, and through formal acceptance by the Graduate Committee of the Department. Acceptance into the program is based upon the committee's judgment of the student's capacity to deal with substantial areas of historical knowledge as well as his ability to make an original and scholarly contribution on a significant subject.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a specified number of courses. It is granted for demonstrated mastery of several broad areas of historical knowledge, and for distinctive achievement in a dissertation conspicuous for its original research and scholarship. For these reasons, the subsequent requirements are to be considered minimal and may be modified by the Graduate Committee as individual circumstances warrant.

For students who hold the M.A. degree, a minimum of two full additional semesters of graduate work (a year of residence) is required for the doctorate. In this connection, a full semester is ordinarily taken to mean four three-credit courses. Two foreign languages are required from the following: French, German, or Russian. Exceptions from these languages may be permitted only upon written request of the Graduate Committee of the department. In making its decision, the committee will consider the relevancy of the language to the student's research and to the combination of languages in which the bulk of scholarship is produced. Students who select Medieval History as their major field must pass an additional qualifying examination in Latin.

For the student enrolled in the doctoral program, the department offers three major fields of concentration: Medieval History, Modern History, Modern European History, and American History. The attention of the student is called to closely related courses which are given in other graduate departments. Such courses may be taken with the approval

of both department Chairman. Candidates for the Ph.D. degree are required to take at least two graduate seminars beyond the M.A. seminar as part of their course requirements.

Before being advanced to the status of Ph.D. Candidate, the student must pass an oral comprehensive examination in his major and minor fields. A student may request to take the comprehensive examination only after he has satisfied the language and residence requirements. Upon failure to pass the comprehensive examination the first time, it may be taken a second time with the approval of the chairman of the department but in no case earlier than the following semester. If the second examination is unsatisfactory, no further trial is permitted.

It should be noted that the comprehensive examination is not restricted to the content of the graduate courses but will be more general in character. While it is expected that the student will have, by the time of his examination, a thorough grasp of the significant factual information of his three fields, the examination is more directly concerned with the maturity of his comprehension of each field as a whole and with his ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems common to his fields as well as to History in general.

For the comprehensive examination, the student must offer a total of four areas of History. Two of these must be in the area of major concentration; the other two fields must be from each of the two remaining categories:

### American History

American History to 1789

American History, 1789-1865

American History, 1865 to present

Some approved field of American history

### Modern European History

Modern Europe, 1789-1914, or 1870-1941

Europe in the 17th and 18th Centuries

Renaissance and Reformation to 1648

Russia from Origins to 1917

History of Eastern Europe

Some approved Modern European National History

### Medieval History

Medieval English History to 1485

Medieval Culture, 4th to 13th Centuries

Medieval France

Medieval Political Thought

Medieval Spain

Some approved portion of the medieval field

Upon the successful completion of the oral comprehensive examination, the student is advanced to the status of Ph.D. candidate, and may commence formal work on his doctoral dissertation on a subject officially approved by the Graduate Committee of the department and under the direction of a professor designated by the committee.

Prior to the oral defense, the dissertation will be read by at least two other members of the graduate faculty. Upon recommendation by the readers, the doctoral dissertation must be defended in an oral examination before a board consisting of the Chairman of the History Department, the readers of the dissertation, and members of the faculty.

## Department of Mathematics

The M.A. and M.A.T. degrees are offered by the Department. Requirements: The program leading to the M.A. with a thesis requires 24 hours of course work. The program leading to



the M.A. without a thesis requires 30 hours of course work and participation in a non-credit seminar (Mt 902-903).

All students in the M.A. program are required to take or have the equivalent of Mt 802-803, Mt 816-817 and either Mt 812-813, Mt 814-815, or Mt 818-819. All students must pass a written comprehensive examination in algebra and analysis, and a reading examination in French, German or Russian.

Students in the M.A.T. program must take a minimum of 15 credits in mathematics, including Mt 802-803. There is no language or thesis requirement, but M.A.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics. They must satisfy additional requirements in the Department of Education.

## Mathematics Institute

### MASTER OF ARTS (NON-RESEARCH) PROGRAM

The Master of Arts (Non-Research) Degree in mathematics is designed for teachers of mathematics. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites fall short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Director of the Mathematics Institute in each instance.

A minimum of thirty (30) graduate semester hours are required for the master's degree. Not more than six semester hours of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean of the Graduate School and the Director of the Mathematics Institute. The candidate must pass a written comprehensive examination on his/her course work. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Director of the Mathematics Institute before the degree is awarded.

There is no modern language requirement for the Master of Arts (Non-Research) Degree in mathematics.

## Department of Nursing

### PHILOSOPHY AND PURPOSES OF THE PROGRAM

The Department of Nursing is guided by the philosophy and purposes of the Graduate School and the School of Nursing at Boston College. The various nursing programs aim to prepare a graduate who can (1) approach clinical and professional problems in a systematic, scientific manner, utilizing a sound theoretical framework for action; (2) define and evaluate nursing practice; (3) critically evaluate relevant concepts from theories in nursing and allied disciplines; (4) contribute to the formulation of theories in nursing using appropriate techniques of measurement; (5) function as a role model in initiating changes in nursing and in health care practice; and (6) collaborate with professional colleagues and citizens in redesigning health care systems.

### PROGRAMS AND REQUIREMENTS

The Department of Nursing of the Graduate School offers a program leading to the Master of Science degree. Advanced preparation is provided in four areas of clinical

nursing: Medical-Surgical, Community Health, Maternal-Child Health and Psychiatric-Mental Health Nursing. The Maternal-Child Health program, in collaboration with Harvard Medical School, offers a clinical specialty program aimed at preparing nurses for an expanded role in either maternity or pediatric care. In each program electives are available from the broad offerings of the University.

Departmental requirements include: graduation from an NLN accredited program; cumulative grade of B or over for all baccalaureate courses; two letters of recommendation from former teachers and, if possible, a letter from one who can evaluate the applicant's performance in other than an academic setting; qualitative and quantitative scores from the Aptitude Test of the Graduate Record Examination; and an interview by a faculty member of the Department of Nursing. A student having a bachelor's degree with a non-nursing major must complete an upper division major in nursing prior to being considered for the Master's program. It is recommended that all students have Malpractice Insurance. Students who engage in clinical practice are required to be licensed in Massachusetts.

Students electing teaching practicum are required to pay a fee of \$150.00 per course, which includes cost of micro-teaching experience. These courses are designated in the curriculum listing by an asterisk following the title.

### Accreditation

All programs are approved by the Accrediting Service of the National League for Nursing.

### Community Health Nursing

This program offers two areas of specialization (1) Preparation of Community Health Nursing faculty for collegiate schools of nursing; (2) Preparation of Community Health Nursing specialists. The program requires 2 semesters and an intersession of full time study and a minimum of 30 units for completion. Nursing courses included in the program, in addition to the core courses, are Nu 700, Nu 702, Nu 705 and Nu 706. Students desiring preparation for teaching are required to take Nu 791 and Nu 707. Students desiring preparation for specialization are required to take Nu 702. Students have the opportunity to choose three to six hours of elective courses. Students majoring in Community Health Nursing are required to have a car available for use during field experience. A beginning course in statistical methods is required as a pre-requisite to this program.

### Maternal-Child Health Nursing

The graduate program in Maternal-Child Health Nursing will focus on the preparation of candidates for expanded roles in maternity and pediatric distributive care.

#### MACY PROGRAM

#### BOSTON COLLEGE SCHOOL OF NURSING – HARVARD MEDICAL SCHOOL PROGRAM FOR CLINICAL SPECIALISTS IN MATERNITY OR PEDIATRIC DISTRIBUTIVE CARE

This program was developed jointly in 1970 by the Boston College Graduate School and School of Nursing Graduate Program in Maternal and Child Health Nursing; the Harvard Medical School, Departments of Obstetrics and Gynecology and of Pediatrics; the Boston Hospital for Women and Children's Hospital Medical Center. The curriculums were designed to prepare clinical specialists in maternity ambulatory care and pediatric ambulatory care. The program has three clinical components: 1. to expand the clinical practice responsibilities of the nurse. 2. to develop the collaborative



role with physicians. 3. the development of the clinical specialist as teacher-practitioner, i.e., one who teaches out of her practice base. The program requires four semesters of full-time attendance.

### Medical-Surgical Nursing

The program offers two areas of specialization: (1) preparation of medical-surgical nursing specialists; (2) preparation for faculty positions in medical-surgical nursing. The program requires 2 semesters and a summer session of full-time study and a minimum of 32 credits for completion.

All students are required to take Nu 795, 796, 800, 801, a course in counseling or guidance and a cognate course in psychology. The opportunity to choose three credits is available.

Students in the teaching major are required to take Nu 791, Nu 807 and Nu 808. In the clinical specialization major Nu 815 and Nu 816 are required. A course in administration is recommended.

### Psychiatric-Mental Health Nursing

This 30-credit program of study for two semesters and an intersession aims at developing clinical competencies for nursing practitioners in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. Six units of research are required to advance the students' capacities to apply scientific methodology to the investigation of health and illness.

Students will need to provide transportation for themselves.

### Department of Philosophy

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy. Special attention is directed to the Russian philosophy and philosophy of religion programs. Interested students should secure descriptive literature on these programs from the Department.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his own major interests. Small seminar-type classes are the rule, and students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. No more than twelve students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

Two years of full-time residence are required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the second year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all masters' students and proficiency in one modern language is also required.

### FINANCIAL AID

The University welcomes applications for the following programs of aid: University Fellowships (\$2500); Teaching Fellowships (\$3000); Research Assistantships (\$2000).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance.

### Department of Physics

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

### MASTER'S PROGRAM

Each candidate for a master's degree must pass a qualifying examination administered by the department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of three faculty members announced by the Chairman and normally shall be administered each September and March. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of Ph 799 Readings and Research may be applied to any master's program. The M.S. degree is available *with* or *without* a thesis, and the M.S.T. requires a paper but no thesis.

### M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (Ph 801). Required courses include: Ph 711, Ph 721, Ph 732, Ph 741 and Ph 707-708. The qualifying examinations are essentially based on the contents of the first four of these courses and are normally taken at the first opportunity following the completion of these courses.



## M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses Ph 722, Ph 733, and Ph 742 are required.

## M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: Ph 711, Ph 721, Ph 732, Ph 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

## DOCTOR'S PROGRAM

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Committee on Graduate Affairs with approval by the Chairman. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select his field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be his principal advisor, the student shall inform the Chairman of this major field selection and the Chairman shall appoint, with the approval of the department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his graduate studies.

## Course and Language Requirements

Required courses for the doctorate are: Ph 722, Ph 733, Ph 742 and an additional distributional requirement of four courses chosen in four distinct areas from the graduate offerings of the department or from other graduate departments with approval of the Chairman. There is no departmental language requirement for any of its degree programs.

## Comprehensive Examinations

Within two years of entering the doctoral program, each student must take the comprehensive examinations, normally offered each September and March. These examinations consist of two parts: the Generals and the Special Field Examination. The Generals are a written examination prepared by a faculty committee of three announced by the Chairman and based essentially on the courses Ph 722, Ph 733, and Ph 742.

The Special Field Examination is prepared by the student's Doctoral Committee and consists of a written part and an oral part. This examination is based upon a course of study worked out between the student and his Doctoral Committee designed to prepare the student broadly in topics that relate to the special field.

The comprehensive examinations are evaluated by the faculty committee in charge with the approval of the graduate faculty. A student becomes a *doctoral candidate* upon fulfilling the departmental comprehensive examination requirements.

## Thesis

In consultation with his Doctoral Committee each student must submit the completed Outline of Thesis form to the Chairman. An open meeting shall be scheduled at which the student shall discuss his thesis proposal. The Doctoral Committee with the approval of the Chairman shall decide upon accepting the proposal.

The Chairman shall recommend to the Dean the appointment of a board of examiners that includes the student's Doctoral Committee (and an external examiner where feasible) to read the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the board of examiners after the oral examination.

## GENERAL INFORMATION

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Committee on Graduate Affairs with approval of the Chairman.

A variety of theoretical studies are conducted within the department in areas such as theoretical space physics, plasma physics, and astrophysics; elementary particles, high energy physics, and current algebras; the theory of "elementary interactions" as applied to classical and quantum physics; solid state and mathematical physics.

Experimental programs are mainly in solid state, magnetospheric and nuclear physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; Fermi surface studies and radio-frequency size effects; the optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Magnetospheric research is concentrated in auroral and airglow physics; this involves collaboration with various satellite experimenters at other institutions. Research in nuclear physics is concentrated mainly in the area of experimental nuclear structure studies.

The research offerings of the department are supplemented by adjunct programs with neighboring laboratories and these provide further opportunities for research in nuclear physics and ultrasonic studies in fluids and plasmas.

Boston College is a participating institution for available government fellowships and grants. The department also offers fellowship, scholarship, and teaching assistantship aid to qualified students. Student research assistantships are available in space physics and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

All applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

## Department of Political Science

The department of Political Science offers both the master's and the doctor's degree. A comprehensive and varied curriculum is available, with an unusual blend of scientific, philosophical and practical concerns.



## MASTER OF ARTS DEGREE

The Political Science Department awards its own master's degree and also participates in the American Studies M.A. program. The former requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The latter does not require more than eighteen credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology or philosophy. In each case the option of writing a thesis also exists. Candidates for the degree in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairman, a limited number of related courses in other departments may be taken as well.

## DOCTOR OF PHILOSOPHY DEGREE

The department of Political Science offers the doctorate in the four basic areas of Political Science: American Politics, Comparative Politics, International Politics, and Political Theory. The satisfactory completion of sixteen courses, preliminary and comprehensive examinations, an examination in at least one language, and a dissertation is required for the degree. It is expected that a student with the bachelor's degree will be able to complete all doctoral requirements in something like three or four years. About five students are admitted each year.

Doctoral candidates are expected to major in one area of political science and choose minors in the other three areas (one of which can be replaced by offerings from other departments, including a second language). Courses, in the main, consist of seminars, small group colloquia, and individual study.

## GRADUATE RECORD EXAMINATION

All candidates for the M.A. and Ph.D. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Aptitude score only.

## GRADUATE ASSISTANTSHIPS

A number of assistantships, with substantial stipends (as well as remitting tuition), and a few tuition remissions are available for outstanding M.A. and Ph.D. candidates.

For further information, please write the director of graduate studies in Political Science.

## Department of Psychology

The Graduate Program in Community Social Psychology at Boston College offers a Ph.D. to students who are interested in using theories and methods of psychology in analyzing community and social problems and in exploring the role of the psychologist in solving problems through research, planning, intervention, and social action. The program combines academic course work and extensive field experience in an effort to produce trained scholars with both research and practice skills.

The program is specialized and, perhaps, unique; it has several dominant themes which are considered at several levels of behavior with an emphasis on specific methods:

- The themes are: social inequality, social conflict, social change and human services for social casualties.
- The levels are: the individual, the group, the organization or social institution, and the community.

— The methods are: research, social planning, behavior modification, group methods of intervention, consultation, and social action.

The field work requirement is extensive and a continuing effort is made to integrate field experience with academic work.

Requirements for the degree include: 1) 60 credit hours, including six hours of Fieldwork Seminars, 2) a predoctoral research project, 3) completion of a wide-ranging comprehensive examination, 4) completion of extensive and varied supervised fieldwork experiences, totaling the equivalent of at least one full-time year of practice, and 5) a dissertation reporting original research in the field of Community Social Psychology.

## PREREQUISITES

Entering students are expected to have had a course in statistics, in research methods in a social science, and some background in psychology and the social sciences, although an undergraduate major in Psychology is not required. Students may be required to make up deficiencies in prerequisites without academic credit. In addition, students are expected to have demonstrated an interest in community problems and social issues. Mature students with relevant work experiences are encouraged to apply.

## APPLICATION

Results of the GRE Aptitude Test and the Miller Analogies Test are required with the application, together with a statement of interest.

## REQUIREMENTS

There are no language requirements. Core courses required of all students are Ps 703, Ps 705, Ps 706, Ps 708, Ps 709, Ps 809, Ps 810, Ps 850.

## RESIDENCE

Three years of full-time residence will normally be expected, although it is recognized that exceptions will be necessary to accommodate students with extensive previous preparation.

## Department of Romance Languages and Literatures

### GRADUATE PROGRAMS IN ROMANCE LANGUAGES

The Department of Romance Languages and Literatures offers Master of Arts, Master of Arts in Teaching, and Doctor of Philosophy programs in French, Italian and Spanish. Course offerings and degree requirements have been organized to provide candidates with a solid grasp of their general field of interest, as a foundation for doctoral research work, or in preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or in the development of his proficiency as a language teacher.

Courses are also offered in Medieval Latin, Portuguese, Provençal, and Rumanian to qualified students and teachers eager to develop competence in these areas. With permission of the Department, degree candidates in French, Italian or Spanish, who have completed course coverage of their major field, may take these courses for credit toward their degree.



Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields. They may be counted by degree candidates in French, Italian or Spanish, toward fulfillment of their course requirements, once these candidates have covered their chosen field.

Intensive reading courses in French and Spanish are given at the beginning of the fall and spring semesters and during the summer session. These courses are not listed among the departmental offerings of the regular academic year and are taught only if a prescribed minimum of students enroll in them.

## PREREQUISITES FOR ADMISSIONS

Students applying for admission to graduate degree programs in Romance Languages and Literatures must satisfy the following prerequisites:

1) They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfy this requirement.

2) At least two period or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

3) Candidates must have acquired an active command of their major language, and be able to understand lectures, participate in seminar discussions, and write term papers in reasonably correct French, Italian or Spanish.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before they are considered degree candidates in full standing.

Students admitted should consult the Graduate Handbook of the Department.

## THE MASTER OF ARTS DEGREE

Candidates for the M.A. in Romance Languages must earn a minimum of thirty credits in courses distributed over the major periods of their chosen literature. Although a few exceptions may be granted by the department to students with superior backgrounds, M.A. candidates are normally required to take at least 12 hours and no more than 15 hours in courses previously numbered 100-200. At the discretion of the Chairman, any foreign language other than the major may be offered in fulfillment of the Departmental requirement concerning the reading knowledge of a second language.

## Oral Comprehensive Examinations

Upon completion of his course requirements, an M.A. candidate must pass an oral comprehensive examination, of no more than one hour's duration, to demonstrate mastery of his field in the following respects:

1) Knowledge of literature in his field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the *Departmental Reading Lists*.

2) Fluency in the use of his major language. A sufficient portion of the examination is conducted in French, Italian or Spanish, to determine the candidate's proficiency.

## The Master of Arts Thesis

A candidate for the M.A. whose course background is considered adequate, and who gives positive indications of ability to produce original, meaningful research work, may be authorized to offer a thesis in lieu of six course credits. This permission is granted by the Chairman upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who would be involved in the direction of the thesis.

## Summer M.A. Program

A Master of Arts degree may be earned by taking courses over a period of five summers. This program is intended primarily for teachers who are unable to attend courses during the regular academic year. Except for the fact that courses may be taken exclusively in the summer, all requirements for the M.A. are the same as those in effect in the regular M.A. program.

## THE MASTER OF ARTS IN TEACHING DEGREE

Candidates for the M.A.T. in Romance Languages must earn at least fifteen credits in their major language and literature. Their program should include a course in stylistics if their previous training does not include this subject. In addition, they are expected to familiarize themselves with those works in the *Departmental Reading List* which are designated as required for all degree candidates.

## Oral Comprehensive Examinations

The oral comprehensive examinations in the M.A.T. program follow exactly the format of the M.A. comprehensives described above.

## Thesis

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. However, they are expected to demonstrate their ability to do individual work at the graduate level in seminars and term papers.

## THE DOCTOR OF PHILOSOPHY DEGREE

### Prerequisites and Requirements

1) By the third semester of graduate study, doctoral candidates should have solidified their grasp of the major literature.

2) A reading knowledge of Latin is required of all candidates and should be achieved early in the program. This requirement may be satisfied either by passing Latin 205, by presenting an equivalent acceptable to the Department, or by taking a qualifying examination.

3) A reading knowledge of German is mandatory for all candidates and must be demonstrated through a qualifying examination or an equivalent acceptable to the Department. In exceptional circumstances, and with prior approval of the Department, another language outside the field of Romance (English excluded) may be substituted for German, if it is more pertinent to specific doctoral objectives.

4) The History of the Language courses are obligatory for all doctoral candidates except for students who have had the equivalent courses elsewhere. Students who take the History of the Language course at Boston College and receive "A" in both semesters shall be exempted from the



comprehensive examination in this area. Under no circumstances will candidates who have taken the History of Language elsewhere be excused from the comprehensive examination in this subject.

5) The Department normally requires one year of residence during which the candidate must be registered at the University as a *full time student* (four 3-credit courses per semester) following a program of course work approved by the Department. Students teaching at Boston College (teaching fellows) or elsewhere must take three courses per semester, while teaching no more than two, in order to satisfy their residence requirement. The Department does not accept satisfaction of the residence requirement during the year in which the dissertation is written.

6) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations.

7) Comprehensive examinations covering various aspects of the program may be staggered over more than one examination period. They should be completed, however, before the end of the fifth year of graduate study.

8) The subject of the dissertation must be submitted for approval by the Department upon successful completion of the comprehensive examinations.

9) Applicants whose academic backgrounds reveal deficiencies may be admitted on a basis of unusual talent and potential development, but they must expect a longer period of course work than is usually required.

## PLANS OF STUDY

### Plan I: Romance Philology

Candidates electing the doctoral program in Romance Philology must develop graduate capabilities in the following areas:

- 1) History of the French, Italian and Spanish languages.
- 2) History of the Portuguese or the Provençal language.
- 3) History of the major literature (French, Italian or Spanish: general coverage).

Comprehensive examinations covering area (1) will be both written and oral. The examination dealing with (2) and (3) will be written only.

The dissertation may be a study in Romance Philology, comparative in nature, or set within the history of a single language. It may also involve the critical edition of an early text in the major literature.

### Plan II: Romance Literature

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) History of the major literature (French, Italian or Spanish).
- 2) Comparative study of a major period or literary movement in three modern literatures. One of these may be outside the field of Romance. The option includes English.
- 3) History of the major language.

The comprehensive examinations covering area (1) will be both written and oral. The examination dealing with (2) and (3) will be written only.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

## Plan III: Comparative Medieval Literature

The area of Comparative Medieval Literature requires that:

- 1) Applicants should have an active command of two of the languages they will study, and a course background in at least one medieval literature.
- 2) General coverage of the major literature should be completed by the third semester of graduate study.
- 3) A reading knowledge of Medieval Latin is required and a qualifying examination must be taken early in the program.
- 4) Six credits in Medieval English, German, Latin or Slavic may be included in the candidates' program, if their doctoral objectives are related to these fields.

Doctoral candidates specializing in Comparative Medieval Literature must develop competence in the following areas:

- 1) History of three medieval literatures. At least two of these must be selected from the following group: French, Italian, Spanish. The third may be Portuguese, Provençal, or outside the field of Romance.
- 2) History of the major literature. (French, Italian or Spanish: general coverage.)
- 3) History of the major language.

Examinations covering area (1) will be both written and oral; those dealing with (2) and (3) will be written only.

The subject of the dissertation will deal with a problem in Comparative Medieval Literature.

## FINANCIAL ASSISTANCE

### University Fellowships

A \$2,500 award to an unusually promising applicant, without any obligation on his part of service to the University.

### Teaching Fellowships

Stipends of \$2,500 plus full remission of tuition during the academic year and the summer session. Fellows are responsible for six hours of teaching in the undergraduate colleges.

## Department of Slavic and Eastern Languages

A Master of Arts degree with concentration in literature or linguistics can be obtained by a minimum of thirty credits in prescribed courses and a comprehensive examination. Upon admission candidates must demonstrate a working knowledge of the Russian language, equivalent at the very least to the proficiency expected at the end of two years of college Russian, and be acquainted with the major facts of Russian literary history. Current study and examination requirements are made available to incoming students or, upon special request, to applicants for admission.

Upon request a student may combine graduate degree work in General Linguistics or Russian with graduate studies in another department through mutual arrangements by the Department of Slavic and Eastern Languages and representatives and advisors from the appropriate jurisdictions. With the approval of the chairman, certain courses from other programs in the university may be counted among the electives for the master's degree.

Information on the Master of Arts in Teaching can be requested from the Graduate Division of the School of Education.



## Department of Sociology

### MASTER'S PROGRAM

**ADMISSIONS:** Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applications should be forwarded to the departmental Admissions Committee.

**REQUIREMENTS:** (a) Thirty credit hours, including one course in (1) Advanced Statistics, (2) Research Methods, and (3) Theory; (b) a comprehensive examination.

### DOCTORAL PROGRAM

**ADMISSIONS:** A small number of students are admitted to doctoral study each December. The primary criteria for admission are performance at the graduate level and promise of outstanding independent work.

**REQUIREMENTS:** (a) Twenty-four credit hours above the M.A. level; (b) one year of residency; (c) formal admission to candidacy, and (d) dissertation and oral defense.

### FINANCIAL ASSISTANCE

The department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of merit and need. Application should be made to the Admissions Committee.

### OTHER INFORMATION

The department publishes a detailed "Guide to Graduate Study," which is available on request.

## Department of Theology

The Department of Theology offers the M.Ed. in Religious Education and the Ph.D. in Theological Studies, a Joint Graduate Program with Andover Newton Theological School. Through cross-registration students have access to course offerings and library resources of the Boston Theological Institute, a consortium of Boston College Theology Department, Boston University School of Theology, Episcopal Theological School, Gordon Conwell Theological Seminary, Harvard Divinity School, St. John's Seminary, and Weston College, as well as the consortium of Boston University, Brandeis University, and Tufts University.

Areas of specialization are: Religion and Society, History of Christian Life and Thought, and Systematic Theology.

Specialization in Religion and Society brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with a theology of history. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole.

By bringing together the resources of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, faculty and library resources are very favorable for study.

The Graduate colloquium regularly brings faculty and students together from the three areas of the program to present problems and to view them from the vantage point of at least two different methodologies.

**Requirements:**

**Languages:** In the first year of studies, either French or German will be examined by the Joint Graduate Faculty; in the second year of studies, the second of these languages will be examined.

Students admitted to the program will have completed the M. Div. degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Both written and oral examinations are required in the candidate's field of concentration. Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

## Center for East Europe, Russia and Asia

The Center for East Europe, Russia and Asia at Boston College has been designed in order to encourage students to participate in an interdepartmental program of Russian, East European and Asian studies on the undergraduate as well as the graduate level. This Center is being supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

The Center cultivates a special interest in comparative social theory, which embraces the study of Marxist philosophy, Communist ideology, political theory, and economic systems. The aim is to coordinate and expand course offerings in Russian, East European and Asian history, economics, political science, languages, literature, philosophy, sociology, and education in order to present students with a wide and varied range of courses in this area of study.

This program of study is specifically set up to help to prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to the students entering this program that it is an interdepartmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The Certificate from the Center will be granted to students in addition to the degrees which they have earned in history, economics, political science, languages, literature, philosophy, or education. The candidate for the Certificate is required to offer a thesis on a subject relating to the area study.

A mastery of Russian or another relevant language is required to receive a Certificate.

## Weston Observatory

Weston Observatory is an interdisciplinary research and graduate education center for earth and environmental sciences and engineering within the Boston College community. For many years, the Observatory has maintained a network of seismographic stations, known as the "New England Seismic Network", in northern New England to record earthquake and blast data; it has been in continuous operation since early 1910. Weston Observatory is also a participating seismic station in the World-Wide Standardized Seismograph Network (WWSSN). In 1960, a geomagnetic research facility was added to the Observatory's activities and in 1972 the Observatory expanded its scope to include earth gravity, solid state geophysics, meteorology and environmental research. Through the interests of the Observatory Staff and the Faculty from various academic departments of Boston College, student access and interest in the Observatory's activities are stressed.

A booklet describing the Weston Observatory activities can be obtained by writing: Weston Observatory, 319 Concord Road, Weston, Massachusetts 02193.



# School of Management

## The M.B.A. Program

The primary objective of the M.B.A. Program at Boston College is to provide mature men and women with a broad professional education that will prepare them for important management positions in business and in other institutions. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. The M.B.A. Program, therefore, emphasizes the development of the student's ability to make and execute decisions. Toward this end, the program of study is designed to accomplish goals in the following areas:

1. *Critical Analysis*: To equip students to think logically and to apply analytical methods and skills in evaluating and solving managerial problems.

This involves the ability to recognize and define significant problems, gather and evaluate information, identify alternative courses of action, and reach conclusions or solutions which can be translated into concrete decisions and actions.

2. *Business Operations*: To provide students with a working knowledge of the basic concepts and principles which have general applicability in the basic operational areas of the business firm and other institutions.

In studying the individual areas – finance, production, and marketing – the student develops his understanding of the functions and responsibilities of operational management. In broader terms, the student gains a fuller realization of the interrelationships of the basic business functions and the applicability of the management process at all levels of managerial decision-making. Primary attention is focused on the general management point of view.

3. *Changing Environment*: To develop in the student an understanding of the complex and changing environments within which the manager must make and execute his decisions.

This includes the study of the internal environment of the firm – the formal and informal organization of human resources to accomplish the objective of the business – and the external environment – the economic, political, and social system which constitutes the environment of the organization. The study of these internal and external environments raises important questions concerning the values and responsibilities of organizations in relation to the human and social implications of their actions.

4. *Professional Development*: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Understanding of human motivations and group interaction provides a basis for improving leadership skills and for strengthening communication. Written and oral communications are stressed as skills which are necessary for the realistic preparation of managers. While in the program, the student learns to appreciate that, as a manager, he must continue to educate himself throughout his career or risk professional obsolescence. Course work, therefore, encourages the student to learn independently and to assess the usefulness of new knowledge as the basis for

developing his capacity for continued professional growth through self-education.

5. *Special Professional Interests*: To provide the opportunity for students to pursue more advanced and difficult management problems in areas of special interest.

While the program provides for breadth of knowledge in a prescribed set of course offerings, it also allows for additional in-depth study in a program of course concentrations, electives, and independent study options. In these advanced courses in the various fields of management, the teaching emphasis is on the problems, opportunities, and responsibilities of the manager in business and in other organizations.

No statement of the goals of education for management would be complete without stressing the importance of overall perspective. While students receive rigorous training in specific business disciplines and management techniques, a broad emphasis is placed upon the integration of this knowledge into a broader understanding of the role of the general management function. Some aspects of management such as planning, organization, coordination, control, human relations, problem-solving, and decision-making are most effectively presented initially in the context of individual functional courses. However, in the building block approach of the course offerings, the final courses require that the student consider management problems at the executive policy-making level. The end result is a program of studies which, while learned in the context of industrial management, is to a considerable extent applicable to management situations in nonindustrial organizations as well.

## Program Approach

The M.B.A. program is designed to provide students with both a common body of knowledge and an area of specialized study. The Common Body of Knowledge (CBK) includes course work in six areas: (1) Environmental Studies; (2) Management Information Systems and Financial Operations; (3) Management Operations; (4) Quantitative Analysis and Computer Science; (5) Organization Studies; and (6) Policy Formulation and Administration. The Common Body course work (with the exception of Policy) will be covered in the first half of the program. In the second half, students will have the opportunity to pursue specialized areas of business interests through a broad selection of advanced courses, electives, and seminars.

## DEGREE REQUIREMENTS

Boston College confers the degree of Master of Business Administration on candidates recommended by the Faculty of the School of Management and approved by the President and the Board of Trustees. Degree candidates are recommended on the basis of their academic performance and personal conduct in the program. All candidates must:

- Complete 54 credits of graduate-level work;
- Complete the eleven prescribed courses in the Common Body of Knowledge unless course substitutions are allowed under the equivalency privilege;
- Complete seven additional electives, including one elective from the list of policy offerings, three or four electives in a selected concentration area, and two or three electives in areas outside of the area of concentration (If the student elects not to concentrate in a specific area, he must spread his electives over three areas.);
- Attain an overall average of 82 (B–);
- Complete all requirements for the degree within six years of initial registration.



## COMMON BODY OF KNOWLEDGE COURSES

The Common Body of Knowledge includes course work in the following areas:

1. *Environmental Studies*: The student is encouraged to develop his understanding of the total business environment within which he will operate and make decisions. To be an effective decision-maker, the manager must have an understanding of the economic, social, legal, political, and ethical implications of his alternative courses of action. As a necessary basis for such an understanding, it is important that the student acquire a realistic perspective concerning the evolution of business management and the development of the modern business enterprise. Major consideration is given to the interaction between the organization and its environment, how the enterprise organizes itself to cope with its changing environment, the various kinds of environmental analyses that are helpful for strategic decision-making, and the development of concepts that aid in better understanding broad environmental developments as well as contemporary problems facing society. Overall, the area develops an awareness of the problems of policy formulation under conditions of value conflicts.

Courses: Me 701 – Problems of Administration in Changing Environments I (Fall)  
Me 702 – Problems of Administration in Changing Environments II (Spring)

2. *Management Information Systems and Financial Operations*: The new management technologies that have been developing during the past two decades have caused managers to look anew at the traditional functions of accounting and finance. In this sequence, particular emphasis will be placed upon the design and use of information systems for managerial decision-making and control. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise. The controller and the information system's executive are emerging as those primarily concerned with the design and use of management information systems. Controllanship and systems design will be emphasized. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information in managerial decision-making. Against this background, the course will then consider the financial operations of the business as they relate to current, intermediate, and long-term financing. Case materials will be used to simulate actual problem situations at various levels for different types of organizations.

Courses: Mf 703 – Management Information, Accounting and Control (Fall)  
Mf 704 – Management Information and Finance (Spring)

3. *Management Operations*: The courses in this area cover the concepts, processes and institutions in the production and marketing functions of the business enterprise. Emphasis is upon the management decisions which affect the manufacturing, marketing and distribution policies and activities of the organization. Cases, exercises, and readings describing management problems provide the basis for analysis and recommendations.

Courses: Mk 705 – Management Operations – Marketing (Fall or Spring)

Mg 706 – Management Operations – Production (Fall or Spring)

4. *Quantitative Analysis and Computer Science*: In recent years there has been a growth in the use of both analytical methods and computer technology by management groups. In this sequence of courses, the student will be introduced to the use of the computer so that he may better understand and evaluate the processes involved in the managerial employment of these machines. In this context, the course will consider mathematical and statistical methods for the description and analysis of business problems. The later part of the two-term sequence will be devoted to a consideration of the theory and use of operations research methods in relation to managerial decision-making.

Courses: Mc 707 – Quantitative Analysis and Computer Science I (Fall)

Mc 708 – Quantitative Analysis and Computer Science II (Spring)

5. *Organization Studies*: Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The sequence of courses in the first year is designed to develop understanding of (1) individual human behavior, (2) group interaction, (3) current leadership theories, and (4) organization theory. The student discovers the nature of the patterns of individual and group behavior from case descriptions, organizational exercises, group discussions, role-playing activities, self-perception exercises, and observation of group interaction. The study of individual and group behavior provides the basis for examining the modern organization as a total system.

Courses: Mb 709 – Organization Studies (Fall or Spring)  
One additional behavioral elective

6. *Policy Formulation and Administration*: Business policy deals with the over-all general management of the business enterprise. Case studies of a variety of companies of differing size, industry, and stage of development provide the basis for determining company policy under conditions of uncertainty. In studying the complex problem situations confronting top executives, the student gains a fuller realization of the meaning of the management process, the interrelationships of the basic business functions, the allocation of human, physical, and capital resources and, finally, the critical importance of planning corporate strategy. In this course, the student must learn to apply wisdom as well as professional skill in evaluating broad problem situations and alternative courses of action involving business values and social responsibilities. As a final course in the sequence, Policy Formulation and Administration serves as the integrating experience for the total M.B.A. program.

Course: Md 710 – Policy Formulation and Administration (Fall or Spring)

## ELECTIVE OFFERINGS AND CONCENTRATIONS

When the Common Body of Knowledge requirement has been met, the student will be left with at least seven



additional subjects to elect. To satisfy the concentration requirement, the student will be expected to take three or more electives in at least one of several concentration areas. Concentrations are offered in the following areas: Environmental Studies, Management Information Systems, Marketing Management, Financial Management, Management and Computer Sciences, and Organization Studies. The concentrations may include approved courses from other areas of the M.B.A. Program as well as approved courses offered by other colleges and schools of the University. An M.B.A. student has the option throughout the program of concentrating or not concentrating his electives. If he elects at any time not to concentrate his electives, he is required to distribute his electives over at least three fields or areas. Any student who wishes to do so may offer for consideration a "package" of logically interrelated subjects differing from any concentration specified. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. Once selected, it becomes a degree requirement. This includes the thesis seminar for six credits.

Elective offerings include:

### **Environmental Studies Area**

- Me 602 Competition and Public Policy
- Me 603 Comparative Management and Politico-Economic Systems
- Me 606 Legal and Social Issues
- Me 607 Business Leadership and Urban Problems
- Me 801 Managerial Response to Social Challenges
- Me 804 Economic, Technological and Environmental Forecasting

### **Management Information Systems**

- Ma 601 Cost Administration
- Ma 602 Contemporary Accounting Problems
- Ma 603 Financial Accounting: Theory and Practice I
- Ma 604 Financial Accounting: Theory and Practice II
- Mi 802 Management Information Systems
- Mi 803 Analytical Approach to Systems Design
- Mi 804 Development and Implementation of Information Systems

### **Marketing**

- Mk 801 Marketing Research
- Mk 802 Quantitative Marketing
- Mk 803 New Product Development
- Mk 804 Consumer Behavior
- Mk 805 Marketing Cases
- Mk 806 Sales Management

### **Finance**

- Mf 606 International Financial Management
- Mf 801 Investment and Security Analysis
- Mf 802 Money Markets and Capital Markets
- Mf 803 Management of Financial Institutions
- Mf 804 Advanced Topics in Financial Management
- Mf 805 Finance Seminar

### **Computer Sciences**

- Mc 365 Systems Analysis
- Mc 370 Computer Impact
- Mc 384 Advanced Statistics I
- Mc 385 Advanced Statistics II
- Mc 390 Management Science I
- Mc 391 Management Science II
- Mc 603 Models for Planning Under Uncertainty
- Mc 612 Computer Systems
- Mc 801 Operations Research I
- Mc 802 Operations Research II

### **Organization Studies**

- Mb 801 Communication and Behavior
- Mb 802 Seminar in Organizational Development
- Mb 803 Managerial Effectiveness
- Mb 804 Group Dynamics
- Mb 805 Seminar in Management Development
- Mb 806 Industrial Psychology
- Mb 807 Personnel Management

### **Production and Operations Management**

- Mg 801 Labor and Industrial Relations
- Mg 802 Collective Bargaining and Grievance Handling
- Mg 808 Management of Health Organizations and Systems

### **Policy Formulation and Administration**

- Md 601 Management in The Future
- Md 602 Management Thought in Perspective
- Md 608 New Business Formation
- Md 609 Mergers and Acquisitions
- Md 803 Management Decision Making
- Md 804 Management of Technology
- Md 806 Planning Theory and Practice
- Md 895 Case Research Program

### **Research**

- Mh 891 Thesis
- Mh 896 Directed Readings
- Mh 898 Directed Research

## **Some Features of the Program**

All candidates contemplating admission to the M.B.A. program should be apprised of the characteristics of the program.

### **PROGRAM OPTIONS**

The M.B.A. program is designed both for students who wish to pursue their program of studies on a full-time basis and for those who wish to study on a part-time basis. The program requirements and course offerings are the same for all students. Students may elect one of the following program options:

1. **Two-Year Program:** This option requires a full course load of four to five courses per semester for two full years.
2. **Three-Year Program:** This is an accelerated part-time program for persons who are able to take three courses per semester for three years.
3. **Four-Year Program:** This option involves two courses per semester for four years and two additional courses taken during the summer semester or as additional courses during the regular school year.



## **CLASS SCHEDULING CONCEPT**

As a general rule, classes in the Graduate Division are scheduled in the afternoon and evenings. Students in the first year of the two-year program will take Common Body of Knowledge courses in the afternoons, usually beginning at 1:00 P.M. In the second year, courses will be taken in the afternoons and evenings depending upon the electives chosen. Students in the three-year and four-year programs will take most of their courses in the evenings. The class schedule is designed, however, to allow a student to take a late afternoon (4:00 P.M.) and evening course on the same day. Where individual employment situations allow this, the late afternoon-evening sequence provides a practical solution to the "number of nights out" problem.

The afternoon and evening class schedule makes it possible for students to combine work experience and graduate education in business. Full-time students generally have their mornings available for part-time work (up to 3 or 4 hours per day). Conversely, persons who work full-time have the late afternoons and evenings available for classes and study. For planning purposes, a student should study on an average of six to nine hours per week for each three-credit course. This workload figure is a general rule and, as such, does not take into account individual differences in capacity and study habits. It is the student's responsibility, therefore, to determine his time priorities and to develop a reasonable balance between his study and his work schedule.

## **TEACHING METHODS**

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. In the M.B.A. program, we do not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he considers most effective for his course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply his knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of the broader principles of managerial problem-solving and decision-making. In this regard, the student should realize that he will seldom be confronted with the same problem that he has studied but he will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think

of his preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

## **INDEPENDENT STUDY**

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. *Thesis Option*: The thesis program provides an opportunity for the student to work independently on a specific problem of his choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e) defending his position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his own initiative, closely parallels the kind of responsible assignment given to professional managers.
2. *Independent Study Project*: A student may propose to a faculty member an independent study project, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and Dean.
3. *Research Teams*: On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.
4. *Urban Management*: Beginning in September, 1971, an Urban Management option will be available within the Environmental Studies concentration. Students interested in this option take the Common Body of Knowledge courses. Beyond the core, each student has an individualized academic program that can be interdisciplinary, interdepartmental, and interuniversity based upon the student's interests and contingent upon establishment of the necessary working relationships.

## **Admission to the M.B.A. Program**

### **QUALIFICATIONS**

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

Admission to the M.B.A. program is open to all qualified men and women who hold bachelors' degrees from accredited colleges and universities. No specific undergraduate major or series of courses is required for entrance. However, the program is best suited for persons who have completed undergraduate work in the humanities, social sciences, natural sciences, or broadly-based engineering and business administration programs. Good preparation in English, mathematics, history, economics and the social sciences is especially desirable.

The admissions decision is based on a combination of factors rather than on any one factor. Consideration is given to a candidate's:

1. Academic record;
2. Score on the Admission Test for Graduate Study in Business;



3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extra-curricular activities;
4. Statements on the application form concerning his reason for pursuing a professional course of study in business;
5. Recommendations.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, preference is generally given to individuals with a "B" or comparable undergraduate average and a score of 500 on the Admission Test for Graduate Study in Business. Military service and business experience are also regarded as favorable by the Committee. The admission decision is based on an evaluation of the total application rather than on the academic record alone.

## ADMISSION PROCEDURE

The application form and other necessary papers may be obtained by writing to:

Director of Admissions  
 Graduate Division: School of Management  
 Fulton 306  
 Boston College  
 Chestnut Hill, Massachusetts 02167

Because of the sequential nature of the course offerings, most students enter the M.B.A. Program in September, at the beginning of the Fall semester.

Official transcripts should be submitted directly from all colleges or universities previously attended by the applicant. A fee of fifteen dollars should also accompany the formal application for admission. Please note that this fee is chargeable to every person who files an application and is not refundable.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admissions procedure and are viewed mainly as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process.

When all materials necessary for evaluating the application for admission are received, admissions decisions will be scheduled as follows:

- On applications completed by March 1st, the admissions decision will be mailed by April 15.
- On applications completed by July 1st, the admission decision will be mailed by August 15.

All students applying for the two-year, three-year, or four-year program are advised that their applications should be complete by the March 1st date to qualify for early admission and by July 1st for regular admission. If circumstances warrant it, the Admissions Committee will accept late applications but prospective students are advised that the delay in application may significantly diminish the possibility of acceptance.

## ADMISSION TEST FOR GRADUATE STUDY IN BUSINESS

Applicants are required to take the Admission Test for Graduate Study in Business. This is an aptitude test and not a test to determine the applicant's knowledge of the business administration curriculum.

The Admission Test is administered several times each year, usually in November, February, April, July and August, at test centers throughout the United States. In the Metropolitan Boston Area, three local colleges have customarily provided facilities for the test.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained from the Office of The School of Management, Graduate Division, or from the Educational Testing Service, Box 966, Princeton, New Jersey 08540. Completed applications, accompanied by the test fee, must be received by the Educational Testing Service at least two weeks before the test date.

## General Information

M.B.A. candidates are advised of the following requirements and guidelines in relation to the operation of the program.

### GRADING

In each graduate course in which he registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A—, B+, B, B—, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A—, B+, B, B—, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

### SCHOLASTIC AVERAGE

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:

A: 96, A—: 92, B+: 88, B: 85, B—: 82, C: 75, F: 65

In order to graduate a student must attain an over-all average of B— (82) or higher in course work.

### WITHDRAWAL FROM COURSE

Students who withdraw within the first two weeks of class — no grades and no record of courses will appear on student's permanent record. After the first two weeks of class but before the last two weeks of class — grades of "W" will be recorded. Beginning with the last two weeks of class and during the examination period — a grade of failure will be recorded and will enter into the computations of the student's average unless the Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Proper withdrawal from a course is accomplished by completion of the Course Change and Tuition Adjustment Request form. This multiple copy form must be completed if the necessary changes are to be made in data processing and in the Treasurer's Office.

### COURSE COMPLETION

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period.



Deferments longer than four months may be granted only by the Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a temporary grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

## **COURSE LOAD**

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, individual arrangements may be made through the Dean to meet personal problems or situations.

## **TIME LIMIT**

All students are expected to complete all requirements for the M.B.A. degree within six (6) years of the initial registration.

## **EQUIVALENCY PRIVILEGE**

Any student who feels that he has substantial prior academic background in the areas covered by the Common Body of Knowledge courses (with the exception of the Policy Area) may submit a petition to the M.B.A. Petitions Committee requesting permission to substitute a course or courses for designated CBK courses. The Petitions Committee will review each petition and schedule necessary interviews or proficiency examinations in order to evaluate the student's prior experience in relation to the course or courses in question. The equivalency privilege, if granted, does not reduce the total 18 course requirement. It does provide the opportunity for the student to explore in greater depth areas of his interest by substitution of electives.

## **TRANSFER CREDIT**

In certain instances, it is possible for a student to receive advanced standing for graduate work completed elsewhere. Such credit is available only for graduate-level courses completed after receipt of a bachelor's degree and only when the quality and comparability of the work meet with the approval of the Dean's office.

## **STUDENT WITHDRAWAL AND REINSTATEMENT**

If a student finds it necessary to interrupt his program of study, he should notify the Dean's office in writing, including his reasons for withdrawal and his anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his absence, current admissions policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

## **WITHDRAWAL LETTERS**

All students who find it necessary to withdraw from the program, either temporarily or permanently, are urged to send a letter to the Graduate School of Management outlining the reasons for their withdrawal. This letter is over and above the Course Change and Tuition Adjustment form described in previous paragraphs. The formal letter will be filed with the student's permanent record as a source of

reference in the event that the student wishes to resume his M.B.A. program at a later date, either at Boston College or at another institution.

## **SUMMER SESSION**

The Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

## **CLEARANCE FOR GOOD STANDING**

Every student must be in good standing with the M.B.A. program and with the Treasurer's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

- Academic: Must be maintaining a satisfactory academic average;
- Administrative: Must be fulfilling prescribed administrative requirements (i.e., Admissions Test requirement, submission of photographs, etc.);
- Financial: Must be in good standing with the Treasurer's Office.

## **STUDENT INTEGRITY**

It is the purpose of the Boston College M.B.A. program to develop the whole man. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his own violates the principle of high standards and jeopardizes his right to continue in the M.B.A. program.



# Graduate School of Social Work

In keeping with the Jesuit tradition of four centuries of educating students in the service of their fellowman, Boston College established a Graduate School of Social Work in March 1936.

The graduate Social Work program was approved for membership in the American Association of Schools of Social Work in 1938 and is accredited by the Council on Social Work Education. The two-year program offers two degrees: Master of Social Work and Master of Social Planning.

A Part Time Program is offered for those currently employed in the field of social work which will enable a student to fulfill requirements for either degree during a six-year period; one year of residence is required.

## Professional Program

The professional program at the Boston College Graduate School of Social Work affords the student the opportunity to select one of the areas of social work practice offered by the School: social casework, social work research, and community organization and social planning.

## CASEWORK

Casework is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his difficulties; and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The casework curriculum is arranged so that the student acquires a foundation in the generic aspects of social casework and is afforded an opportunity to expand his knowledge and skill through the selection of electives that are related to specific aspects of practice i.e. work with children, adults, families and groups.

## SOCIAL WORK RESEARCH

Research is viewed as an action oriented method of social work intervention to build knowledge to improve social work and social welfare services in the urban community. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of "at risk" groups living in urban communities; and (2) are able to design and implement research efforts relevant to social work practice with these groups.

Research courses are offered to provide knowledge about past and present social research products, designs, and priorities; research methods of particular import to the individual students career interests.

## COMMUNITY ORGANIZATION AND SOCIAL PLANNING

Community Organization and Social Planning are methods of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a community or neighborhood. Community organization is viewed as a method for arousing interest in social problems, bringing together and involving citizens in solving such

problems, and enabling groups to implement welfare programs or community goals to alleviate and prevent social problems. Social planning is viewed as a purposeful activity for the solution of social problems. It is however, participatory in character; that is, for social planning goals to be identified, designed and implemented, citizens and groups need to be involved.

## HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT – SOCIAL WELFARE POLICY AND SERVICES

Courses in the Human Behavior and Social Environment Sequence are designed to give the student a knowledge of the physical, psychological and environmental forces that affect human development.

Courses in the Social Welfare Policy and Services Sequence are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world.

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.



# Law School

The Trustees of Boston College, with the active support and cooperation of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was begun on September 26, 1929, and the first class was graduated on June 15, 1932. In 1954, on the Twenty-fifth Anniversary of its foundation, the Law School moved from downtown Boston to Thomas More Hall on the Chestnut Hill campus.

## Pre-Legal Studies

Boston College desires that its students come to the study of law with the broadest possible understanding of the divergent forces which affect society and give it quality and direction. The School recognizes that the foundation for such understanding — so vital to the effective modern lawyer — normally is gained during the four-year college program. Because the field of law spans the entire social, economic and political processes of our society, there is no collegiate program that cannot serve as an appropriate vehicle for pre-legal training.

## Admission Requirements

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

An applicant for admission to the Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university.

## ADMISSION PROCEDURE

Application must be made upon the official form; and, as noted therein:

- 1) Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- 2) The recommendation form issued by the Law School must be sent directly to the Committee on Admissions by the person making the recommendation.
- 3) The Educational Testing Service must be directed to report the applicant's Law School Admission Test score to the Boston College Law School.
- 4) As soon as a decision is made by the Committee on Admissions, the applicant will be advised by mail. Application fee is not refundable.
- 5) Acceptance Deposit: To hold his place in the class the applicant must send a deposit of \$100 to the Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester, and is not refundable.
- 6) Applications must be filed no later than March 1.

## REGISTRATION FOR BAR EXAMINATION

Many states require a student, prior to or shortly after beginning the study of the law, to register with the board of bar examiners of the state in which he intends to practice. Each student should ascertain by writing to the secretary of the board of bar examiners of the state in which he plans to practice whether that state has this requirement.

## AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing.

## ADVANCED STANDING

An applicant qualified for admission who satisfactorily completed part of his law course in another approved law school, may be admitted to upper classes with advanced standing. Normally, four complete semesters will be required in residence at Boston College immediately preceding the award of a degree.

For a more detailed description of course offerings, the applicant should consult the Boston College Law School Bulletin which may be obtained by writing to the Director of Admissions, Law School, Boston College, Brighton, Massachusetts 02135.



# Summer Session

The Summer Session is planned with the cooperation of the faculties and departments of the various schools of the University. A full range of undergraduate and graduate courses is offered in the major academic disciplines to those persons for whom the summer period is especially convenient for study. All credit courses are equivalent to those in one semester of the academic year and are designed for students who wish to accelerate their programs, complete requirements, or make up deficiencies. Many of the special programs are planned to meet the needs of members of the teaching profession and for those persons of the general public who wish to enroll in programs of continuing education.

Established in 1924, the Summer Session operates as a separate division of the University. Through cooperation with the various Colleges and Departments, credits may be applied to all degrees offered by the University and are accepted by institutions of learning everywhere.

Boston College is a member of the National Association of Summer Sessions, and the New England Regional Association.

## Admission

No formal application for admission nor transcript of previous college work is required for the Summer Session. All courses in the Summer Session are co-educational. Anyone who has graduated from high school may be admitted to the undergraduate courses.

Acceptance of a student by the Summer Session does not imply acceptance by any other school of the University. Students who wish to enroll in degree programs in any school of Boston College must make formal application to that division of the University, for which there is a separate application fee.

Students not wishing to enroll in a degree program at any of the constituent schools of the University and who are not currently in a degree program at any university, are welcome to attend Boston College Summer Session.

For *undergraduate* courses, students need only to have graduated from high school to register and no authorization is required unless student is transferring credit towards a degree. See section related to Undergraduate Students.

For *graduate* courses students must have these courses authorized by the department chairman at the time of registration in order to ensure they are qualified to pursue course study at the graduate level.

Students who register in *advance* for graduate courses will have the department authorization obtained for them by the office staff of the Summer Session. It is assumed that students applying for graduate courses already have the Bachelor's degree.

Students of graduate status need not apply for admission to the Graduate School of Arts and Sciences in order to

take summer courses unless they wish the credits earned in the summer courses transferred to the Graduate School. For such credits to be accepted by the Graduate School, the student must have been formally accepted as either a Special or Regular student in the Boston College Graduate School of Arts and Sciences. For information and application forms write to the DEPARTMENT or PROGRAM to which admission is sought.

## Undergraduate Students

Undergraduate degree candidates must present written authorization from their own dean's office in order to register for courses and have the credits transferred. This authorization must specify course number and title as in the brochure. This is the student's assurance that any course taken at the Summer Session will be accepted by his own school.

The normal course load for undergraduate students is two. However, if the student has permission of his own dean, he may take one additional course. Undergraduates will not be permitted to take graduate level courses. Exceptions are rare and require the written permission of the professor of the course and must be authorized by the student's own dean and the dean of the Summer Session.

## Graduate Students

Graduate students must obtain authorization for all Summer Session courses from the appropriate department chairman, who will be present at regular registration for this purpose. Authorization for graduate students who register in *advance* will be obtained for them by the Summer Session staff.

The course load permitted for graduate students is two. Any exceptions require permission of the student's advisor and the dean of the Summer Session.

NOTE: Students desiring information about the courses and special programs offered during the Summer Session may write or come to the Summer Session Office, McGuinn 437, Boston College, Chestnut Hill, Massachusetts 02167, for a special catalog.



# General Information

## Tuition Payment

### Undergraduate Tuition and Fees

First semester tuition and fees are due by August 20, 1973.

Tuition first semester — \$1,325.00

Second semester tuition and fees are due by December 20, 1973.

Tuition second semester — \$1,325.00

Payment should be made by check or postal money order and mailed to the Treasurer's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

### UNDERGRADUATE GENERAL FEES

Application Fee (not refundable) . . . . .	\$ 15.00
Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This deposit is not refundable to any student who has not completed at least one semester . . . . .	100.00
Registration for new students (not refundable) . . . . .	10.00
Late Registration . . . . .	10.00
Tuition — payable semi-annually . . . . .	2,650.00
Commuter Health Insurance (optional). . . . .	40.00
Resident Health Fee (including Health Insurance \$60.00) . . . . .	130.00
Identification Card. . . . .	2.00
Recreation Fee — payable annually . . . . .	25.00

### UNDERGRADUATE SPECIAL FEES

Absentee Examination . . . . .	\$ 10.00
Biology Laboratory — per semester . . . . .	50.00
Certificates, Transcripts . . . . .	1.00
Chemistry Laboratory — per semester . . . . .	50.00
Computer Course Laboratory — per semester . . . . .	50.00
Extra Course — per semester hour credit . . . . .	90.00
Geology Laboratory — per semester . . . . .	50.00
Graduation . . . . .	10.00
Language Laboratory — per semester . . . . .	5.00
Physics Laboratory — per semester . . . . .	50.00
Psychology Laboratory — per semester . . . . .	50.00
Special Students — per semester hour credit . . . . .	90.00
Statistics Laboratory — per semester . . . . .	10.00

### RESIDENT STUDENT EXPENSES

Board per semester . . . . .	300.00
Room and Mail Service Fee per semester (varies from \$325-\$425 depending on room (see Residence Accommodations). . . . .	varies
Room Guarantee Deposit. Refundable after	

completion of residence at the University by graduation or withdrawal in good standing, provided one year in residence has been completed . . . . .	100.00
Health Fee. (Includes Health Insurance \$60.00). . . . .	130.00

## Graduate Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences and in the School of Management. The tuition in the Graduate School of Social Work and in the Law School is due semi-annually by August 20, 1973 and by December 20, 1973.

### Graduate School of Arts and Sciences

Tuition per semester hour . . . . .	\$ 85.00
Auditor's tuition per semester hour (for first course) . . . . .	85.00
Auditor's tuition per semester hour for other courses . . . . .	42.50
Late Registration fee . . . . .	25.00
Tuition refund policy begins at 40%	

### School of Management, Graduate Division

Tuition per semester hour . . . . .	\$ 70.00
-------------------------------------	----------

### Graduate School of Social Work

Tuition . . . . .	2,600.00
-------------------	----------

### Law School

Tuition . . . . .	2,550.00
-------------------	----------

### GRADUATE GENERAL FEES

Activity fee — per semester — full-time (7 credits or more per semester) . . . . .	2.50
Part-time (less than 7 credits per semester) . . . . .	1.50
Advanced or deferred examination . . . . .	5.00
Application fee (not refundable). . . . .	15.00
Binding fee for Master's thesis (per copy) . . . . .	4.00
Certificates, Transcripts . . . . .	1.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester . . . . .	90.00
Continuation fee for Master's Thesis Direction per semester . . . . .	90.00
Copyright fee (optional) . . . . .	15.00
Graduation fee — Master's degree or certificate . . . . .	20.00
Doctor's degree . . . . .	25.00
Laboratory fee — per semester . . . . .	50.00
Late Registration fee . . . . .	10.00
Microfilm and binding fee for doctoral thesis . . . . .	35.00
Registration fee each semester (not refundable) . . . . .	5.00
Student Identification Card . . . . .	2.00

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

## Withdrawals and Refunds

Fees are not refundable.

Undergraduate and graduate tuition is refundable subject to the following conditions:

- 1) Notice of withdrawal must be made in writing to:  
University Registrar  
Boston College  
Lyons 101  
Chestnut Hill, Massachusetts 02167
- 2) The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition refunded:  
within 2 weeks of first classes 80% of tuition charged is refunded



within 3 weeks of first classes	60% of tuition charged is refunded
within 4 weeks of first classes	40% of tuition charged is refunded
within 5 weeks of first classes	30% of tuition charged is refunded

No refunds are made after the 5th week of classes.

If a student does not wish to leave the resulting credit balance in his account for subsequent use, he should request the Treasurer's Office in writing to issue a rebate in cash.

## Financial Aid

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his own earning capacity, followed by the income and assets of his immediate family. Independent students should consult with a financial aid officer before applying.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the tax return and a Confidential Financial Statement must be filed along with the Boston College Financial Aid Application.

Confidential Statements, tax returns, and applications must be filed each year whether or not the student has filed previously. If the recipient has been informed in writing that his assistance would be renewed automatically according to the conditions stated in the Award Letter, he or she must still file at least the application, and if an increase in aid is requested the tax return and Confidential Statement must also be filed.

The following types of aid are available individually or in combination:

### Boston College Scholarships/Grants (Undergraduates Only)

These are based on need combined with academic performance or potential or some other skill and are designated for incoming freshmen with renewal contingent upon maintenance of the conditions under which the award was originally granted. Scholarships or grants which are lost or forfeited by the original recipients can be awarded to other upperclassmen in the same class. Only a few types of scholarships and grants can be increased if university costs increase and any increases are based entirely on need.

### Graduate Assistantships/Scholarships/Fellowships

There is a limited amount of graduate assistance available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of second year students to evaluate the qualifications for these assistantships. Application should be made directly to the appropriate dean or department head and not to the Financial Aid Office. The Financial Aid Office does not handle institutional aid for graduate and professional students.

### Basic Opportunity Grants (Undergraduates Only)

This is a new federal program which may or may not be funded for the 1973-74 academic year. If fully funded, it will provide to all eligible students an outright grant of \$1,400 minus the family contribution. The family contribution has not yet been clearly defined, but it is expected to be the sum of the parents' contribution and the student's summer earnings.

### Educational Opportunity Grants (Undergraduates Only)

These are grants made available from federal funds to at least half-time students who meet certain family need and income standards. Grants range from \$200 to \$1,500 per year and may be renewable upon reapplication as long as need continues. The four year maximum is \$4,000. The award must be matched by certain other types of federal, institutional, or state aid.

### Nursing Scholarship Program

The Department of Health Manpower provides funds to at least half-time students via a Nursing Scholarship Program. Awards are made on the basis of need, as determined by the Confidential Statement and tax return and are renewable upon reapplication. Under this program the maximum award that can be made to a student is \$2,000 a year.

### National Direct (formerly Defense) Student Loans

Amounts awarded are for at least half-time students and are based on need. Undergraduates are limited to a combined total of \$2,500 for the first two years and a combined total of \$5,000 for all undergraduate years. Graduate students are limited to a combined total of \$10,000 for undergraduate and graduate years. Veterans will automatically be considered independent of their parents when considered for this loan.

No interest is charged until repayment begins. Ordinarily a repayment period of 10 years is permitted, at an interest charge of 3% on the unpaid balance, beginning 9 months after graduation. Grace periods of three years without payment of capital or interest are allowed for military service, Peace Corps, and VISTA service. Also, no payments are required as long as the student remains at least a half-time student at the graduate level or undergraduate level.

Effective 7/1/72 cancellations of 10% of the loan amount, plus interest, are no longer granted to those who become full-time teachers in elementary, secondary, or higher education institutions for each year of teaching up to a maximum of 50% for 5 years. The cancellation still applies to loans negotiated before 7/1/72.

Also effective 7/1/72, teaching of the emotionally, economically, physically or mentally handicapped qualifies for a 100% cancellation over 5 years (15%, 15%, 20%, 20%, 30%). This replaces the old 15%/year cancellation up to 100% which is still in effect for loans negotiated before 7/1/72. Teaching in a Headstart program now qualifies, under certain conditions, for 15%/year cancellation up to 100%.

Finally, borrowers involved in active military service after 7/1/70 may qualify for 12½% per year cancellation



up to 50%, although any loans negotiated after 7/1/72 can be cancelled only for combat military service.

All amounts owed are cancelled in case of death or permanent total disability. Loans are renewable only upon reapplication.

## Nursing Student Loans

At least half-time nursing students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 3% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service, or Peace Corps service.

Employment as a full-time professional nurse in any public or private non-profit agency qualifies for up to 85% cancellation over 5 years (15%, 15%, 15%, 20%, 20%). Prior to July 1, 1972 this provision was 10%/year up to 50%.

Employment for at least two years in an area determined by the government to have a shortage of and need for nurses qualifies for 85% cancellation over 3 years (30%, 30%, 25%). Prior to July 1, 1972 this provision was 15%/year up to 100%.

Loans are cancelled for death or permanent disability. Loans are awarded on an academic year basis only and must be reapplied for each year. They are not automatically renewed. Loans made prior to July 1, 1972 retain the old provisions.

## Law Enforcement Education Program

This federally funded program provides assistance for students who are presently or who plan to be employed by a publicly funded local, state, or Federal law enforcement agency. Students must reapply each year.

Up to \$1,800 a year may be borrowed by students who, during their course of study, earn 15 semester credits in subjects "directly related" to law enforcement. These students must intend to pursue full-time employment in a law enforcement agency at the completion of their studies. The total loan may be cancelled at the rate of 25% per year for service in such an agency. Grants of up to \$300/semester are also available for full or part-time students who are currently employed by a Law Enforcement Agency.

## College Work-Study Employment Programs (Summer, Fall, and Spring)

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least ¾ time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies both in the greater Boston area and in the student's home community (even in other states). Some of these jobs provide work experience directly related to the student's educational objective while at the same time providing regular income for educational expenses. Students are limited to 15 hours per week during a school term but may work 35 hours per week during the summer or other school vacations. Eligibility is based on need and earnings must be related to total educational costs. Students must be reauthorized for each pay period before reporting to the employing agency. In order to get author-

ized, students are asked to leave their name with the Financial Aid Office receptionist prior to each Work-Study period.

## Regular Employment

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than one half tuition, during the course of the year, in this fashion.

Students should check with department heads or faculty for on-campus jobs and with the Placement Office for off-campus jobs. Although need is not a primary factor, the Financial Aid Office will as a service process the payroll for on-campus regular employees.

## Cuban Student Loan and United Methodist Loan Fund

Undergraduate, graduate, and professional school students may apply. Under both programs, eligible students may borrow funds ranging from \$500 to \$2,500 per academic year depending on their status. For details, see one of the staff in the Financial Aid Office.

## State Scholarships

Depending upon the individual state regulations, most undergraduate and some graduate students may apply. Varying regulations also restrict some forms of aid from being taken out of a particular state. Students should apply through the Board of Higher Education in their home state.

Applications for the State of Massachusetts may be picked up in the Financial Aid Office.

## Guaranteed Insured Loan (Help Loans)

Undergraduate, graduate, and professional school students may apply. This program is designed for students who are in need of a loan for educational purposes. These loans are financed through commercial, mutual, savings, and cooperative banks and are guaranteed and in some cases subsidized by a state corporation designed for this purpose.

Students should apply through their hometown bank or, if a Boston area resident, a local bank. The maximum amount which may be borrowed is usually \$1,500 per academic year. Effective March 1, 1973 the school will be required to recommend a loan amount to the bank and, in order to do this, will need appropriate financial information from the student and his parents.

## Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

## Other

Various tuition aid or installment payment programs are available, as well as commercial bank loans. Information is available for different payment plans, including the Shawmut Tuition Aid Program and Educational Payment Plan, at the Financial Aid Office.



## Note

The College's estimate of a student's need is based on an analysis of information supplied on the Confidential Statement and tax return. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after the financial statement is received, the college may be required to adjust the total amount of aid promised to a student. All financial aid resources are limited in some way, and it is our intent to use these resources in such a way that the greatest number will benefit.

Male upperclass students are expected to save \$700–800 from summer earnings each year, female upperclass students \$600–700. We also expect all Massachusetts residents to file for a Massachusetts State Scholarship. Students from other states which have a State Scholarship Program are also expected to apply.

## Student Personnel Services

The Vice President for Student Affairs has the responsibility for overseeing the administration of the following areas within the University: Dean of Students, University Counseling Services, Athletic Office, Placement Bureau, Health Services, Foreign Student Activities, Financial Aid Office, University Chaplain, Housing Office, and the Office of Student Activities. In addition, he shares cooperative responsibility for the Food Service with the Business Manager. His position necessitates close connection with the Undergraduate Government and with numerous committees and groups representing a wide variety of interests and composed of representatives from all areas of the university community. The Student affairs program coordinates all dimensions of student life in the University apart from strictly academic matters.

## Student Services

### Health Services

The Student Health Program is designed to guide the student to attain and maintain optimum individual health through a program of preventive and remedial services. The program is under the supervision of the Student Health Unit and Infirmary. The Health Unit is open 24 hours a day during the academic year. Services include out-patient clinics, emergency service and in-patient care.

Enrollment in the Health Program is required for all resident students, basic nursing students, and students residing away from home. This program must be supplemented by a hospitalization insurance, either by membership in a family plan or in the Boston College insurance plan. The latter requires an additional premium.

Commuter students may choose to enroll in the Health Program and the insurance plan.

All students have access to the facilities of the Health Unit in case of emergency, and to the College Mental Health Center in Boston.

### Counseling Services

A professionally staffed Counseling and Guidance Office, located in each of the undergraduate colleges, offers students individual attention in matters of personal adjust-

ment, vocational decisions, and career planning and also provides counseling and psychotherapy. Psychiatric consultation and treatment are available through the College Mental Health Center of Boston, a non-profit psychiatric service with which Boston College is affiliated. Students may request a referral from one of the campus Counseling and Guidance Offices or may contact the Center directly. In emergency, this service is available outside normal office hours.

## Career Planning and Placement Office

While the selection of a career goal must be left to the individual, through this office, Boston College offers information to enable the applicant to make an intelligent choice. Information about various occupations, voluntary services, military services, selective service, graduate schools and specific employing organizations including school systems is available. Part-time, summer, and full-time job listings are also available to any student or graduate. You are welcome to come in for information or just to talk.

## Residence Accommodations

Boston College has several different types of student housing in four campus areas. Each area houses both male and female students. The building style varies with the location.

### Lower Campus Apartments

Scheduled to be completed in the Spring of 1973 is a new air conditioned apartment complex designed to house 725 students. It will be located on the hillside between St. Mary's Hall and Philomatheia Hall. Each apartment-size unit includes two or three furnished bedrooms, one or two baths, a living room, dining area and fully-equipped kitchen. The cost for each student for a two-bedroom apartment is \$425 per semester; three-bedroom apartments are \$400 per semester for each student. Subscription to the University Meal Plan is not available for students living in this complex. Pay as you go cafeteria is available.

### Lower Campus Modular Housing Apartments

This is an on-campus "village" of 86 three-bedroom apartments, completed in the spring of 1971. Each unit contains three furnished bedrooms, two full baths, an all-electric kitchen, living room, draperies, air-conditioning, and wall-to-wall carpeting throughout. This area houses both male and female students, six per apartment, but is generally restricted to sophomores, juniors and seniors. The cost for each student is \$350 per semester. Since the modular apartments have their own cooking facilities, subscription to the University Meal Plan is not available. Pay as you go cafeteria is available.

### Upper Campus Dormitories

These are standard dormitory structures with double student rooms along a corridor. Each room is furnished with bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These 12 buildings house approximately



150 students each. The cost for each student is \$325 per semester. All Upper Campus Residents are required to subscribe to the University Meal Plan.

## **Off Campus Dormitories (South Street)**

This is a grouping of remodeled and renovated apartment buildings, offering single, double and triple rooms, grouped in clusters of three or four. Each building houses from 25 to 55 students. Furnishings include the same basic items as the Upper Campus. All buildings in this area are carpeted throughout. The cost for each student is \$325 per semester. As these facilities are located one mile from the main campus, daily bus service is provided. The University Meal Plan is mandatory for all South Street residents. A cafeteria is provided within this complex.

## **Off-Campus Apartments (Cleveland Circle)**

Boston College supervises a number of apartments located in the Cleveland Circle area (about one mile from the Heights). Each apartment consists of a full kitchen, one to three furnished bedrooms and a bath. Regular free bus service is provided by the University and subscription to the Meal Plan is optional.

## **Off-Campus Private Housing**

Due to the limited facilities on the campus, Boston College has established an off-campus housing program for a small number of freshmen male students. Private homes in nearby Newton, Brighton and Chestnut Hill areas accommodate students in groups up to eight in number with single occupancy available. The Housing Office publishes a list of available facilities and each student selects his own accommodations and finalizes individual arrangements with the respective landlord. These students may subscribe to the board plan. Bus service through these neighboring areas is provided. In the spring, these Freshmen may apply for housing along with students already in University facilities and are guaranteed University residence in sophomore year if they so choose.

## **Dining Facilities**

There are two resident dining halls — one located in McElroy Commons on the central campus and another in Kirkwood Hall, 19 South Street. All students in the University Meal Plan may eat in either facility. The University Meal Plan is required for all students living on the Upper Campus or South Street, since adequate cooking facilities are not provided in these residence facilities. The Plan is optional for Off-Campus residents.







# The University

The Corporate Title of Boston College is:

## TRUSTEES OF BOSTON COLLEGE

### The Board of Trustees

Cornelius Owens, Chairman  
Thomas J. Galligan, Jr., Vice Chairman  
William J. O'Halloran, Secretary

Raymond C. Baumhart  
Joseph G. Brennan  
Robert F. Byrnes  
Wallace E. Carroll  
James Cleary  
Joseph F. Cotter  
James H. Coughlin  
Francis Dubreuil  
Christopher Duncan  
Joseph R. Fahey  
John T. Fallon  
Joseph A. Fitzmyer  
Avram Goldberg  
Eli Goldston  
Patricia A. Goler  
William J. Kenealy

Mary Lai  
S. Joseph Loscocco  
John Lowell  
Francis C. Mackin  
Robert A. Mitchell  
J. Donald Monan  
Giles E. Mosher, Jr.  
David S. Nelson  
Francis J. Nicholson  
Adrian O'Keeffe  
Thomas P. O'Neill, Jr.  
John P. Reboli  
Joseph L. Shea  
Michael P. Walsh  
Thomas J. White  
Vincent C. Ziegler

### The Officers of the University

Rev. J. Donald Monan, S.J., Ph.D.  
President

Rev. Charles F. Donovan, S.J., Ph.D.  
Senior Vice President and Dean of Faculties

Rev. Thomas Fleming, S.J., A.M., S.T.L.  
Treasurer and Vice President

James P. McIntyre, D.Ed.  
Vice President for Student Affairs

Rev. Francis B. McManus, S.J., A.M.  
Secretary of the University

John R. Smith, B.S., M.B.A., C.P.A.  
Financial Vice President

Lester Przewlocki, Ph.D.  
Dean, The School of Education

\* \* \* \*

Charles H. Baron, A.B., LL.B.  
Associate Dean, The Law School

John G. Bolin, Ed.D.  
Director, Office of Institutional Planning and Research

J. Joseph Burns, M.D.  
Director of Medical Services

Rev. David F. Carroll, S.J., A.M.  
Faculty Moderator of Athletics

J. Stephen Collins, M.S., C.P.A.  
Director of Financial Aid

Rev. Brendan C. Connolly, S.J., Ph.D.  
Director of Libraries

Justin C. Cronin, M.B.A.  
Assistant Dean, The School of Management

James A. Delay, A.B.  
Director of Public Relations

Rev. James J. Devlin, S.J., A.M., M.S.  
Director of Campus Planning

George Donaldson, M.B.A.  
Director of Placement

Edward C. Driscoll, A.B.  
Business Manager

Kevin P. Duffy, M.S.Ed.  
Director of Housing

Margaret A. Dwyer, M.Ed.  
Executive Assistant to the President

James F. Flagg, (cand.) Ph.D.  
Director of Graduate Fellowships and Junior Year Abroad

Christopher J. Flynn, Jr., A.M., J.D.  
Associate Dean, The School of Management

William J. Flynn, M.Ed.  
Director of Varsity and Intramural Athletics

Mary D. Griffin, Ph.D.  
Associate Dean, The School of Education

### Administrative Officials

Rev. James W. Skehan, S.J., Ph.D.  
Acting Dean, The College of Arts and Sciences

Rev. George R. Fuir, S.J., A.M., S.T.L.  
Dean, The Summer Session, Associate Dean, The Graduate School of Arts and Sciences

Donald J. White, Ph.D.  
Dean, The Graduate School of Arts and Sciences, Associate Dean of Faculties

Rev. Oliva Blanchette, S.J., Ph.D.  
Dean, The School of Philosophy

Rev. Richard W. Rousseau, S.J., S.T.D.  
Dean, The Weston College School of Theology

Richard G. Huber, LL.M.  
Dean, The Law School

Rev. James A. Woods, S.J., M.A.T., S.T.B.  
Dean, The Evening College of Arts, Sciences and Business Administration, University Registrar

Edmund M. Burke, Ph.D.  
Dean, The Graduate School of Social Work

Albert J. Kelley, Sc.D.  
Dean, The School of Management

Mary A. Dineen, Ed.D.  
Dean, The School of Nursing



**Rev. Edward J. Hanrahan, S.J., A.M.**

Dean of Students

**August T. Jaccaci, M.A.T.**

Director of Special Curricular Programs

**Alice Jeghelian, Ph.D.**

Director of Affirmative Action

**Weston M. Jenks, Jr., A.M., M.Ed.**

Director of University Counseling Services

**Paul M. Kane, J.D.**

Assistant Dean, The Law School

**Raymond F. Keyes, M.B.A.**

Assistant Dean, The School of Management

**Lorraine Kinnane, A.M.**

Director of the Office of Testing Services

**Thomas C. Lelon, Ph.D.**

Assistant to the Dean of Faculties

**Richard J. Leonard, B.S.B.A., C.P.A.**

Controller

**Richard Maffei, Ph.D.**

Associate Dean, The School of Management

**John J. Maguire, Ph.D.**

Director of Admissions

**Raymond J. Martin, Ph.D.**

Associate Dean, The School of Education

**Rev. John R. McCall, S.J., Ph.D.**

Director of Institute for the Study of Religious Education and Service

**Rev. Leo McDonough, S.J., M.B.A.**

University Chaplain

**Henry J. McMahon, A.M.**

Associate Dean, The College of Arts and Sciences

**Paul A. Nash, S.J., S.T.B.**

Assistant to the Dean of Faculties

**Rev. John A. O'Callaghan, S.J., Ph.D.**

Faculty Moderator of the Alumni

**Rev. Joseph B. Pomeroy, S.J., M.S.**

Director of Computing Center

**Fred John Pula, Ed.D.**

Director, University Audio-Visual Services

**Leo V. Sullivan, B.S.**

Director of Personnel

**David E. Tanenbaum, D.S.W.**

Associate Dean, the Graduate School of Social Work

**Rev. Edmond D. Walsh, S.J., A.M.**

Dean of Admissions

**Thomas E. Wangler, Ph.D.**

Acting Associate Dean, The College of Arts and Sciences

**Carole L. Wegman, A.M.**

Director of Student Activities

**John F. Wissler, M.B.A.**

Executive Director of the Alumni Association

**Robert L. Wood, B.S.**

Director of Buildings and Grounds

## Faculty

**Dwight S. Adams, Associate Professor of Social Work**

A.B., University of Michigan; M.S.W., University of Michigan Graduate School of Social Work; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

**Frederick J. Adelman, S.J., Professor of Philosophy**

A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Saint Louis University

**Irina Agushi, Associate Professor of Slavic and Eastern Languages**  
A.B., University of Melbourne; A.M., Indiana University; Ph.D., Harvard University

**Frederick L. Ahearn, Jr., Associate Professor of Social Work**  
A.B., Sacred Heart Seminary; M.S.W., Catholic University of America; Doctoral Candidate, Columbia University School of Social Work

**Peter W. Airasian, Associate Professor of Education**

A.B., Harvard University; A.M., Ph.D., University of Chicago

**Ermenegildo Alfano, Adjunct Associate Professor of Administrative Sciences**

A.B., M.B.A., Harvard University

**Benedict S. Alper, Visiting Professor of Criminology**

A.B., Harvard University

**James E. Anderson, Associate Professor of Economics**

A.B., Oberlin College; Ph.D., University of Wisconsin

**Marie S. Andrews, Professor of Nursing**

B.S., M.S., Boston University

**Michael H. Anello, Professor of Education**

B.S., Seton Hall University; A.M., Ph.D., Cornell University

**George Annas, Visiting Assistant Professor of Law**

A.B., Harvard University; J.D., Harvard Law School; M.P.H., Harvard School of Public Health

**Joseph A. Appleyard, S.J., Associate Professor of English**

A.B., Boston College; Ph.D., Harvard University

**Norman Araujo, Associate Professor of Romance Languages and Literature**

A.B., A.M., Ph.D., Harvard University

**Hugh J. Ault, Professor of Law**

A.B., Harvard University; LL.B., Harvard Law School

**Maria L. Bade, Associate Professor of Biology**

B.S., M.S. University of Nebraska; Ph.D., Yale University Medical School

**Daniel J. Baer, Associate Professor of Psychology**

A.B., LaSalle College; A.M., Ph.D., Fordham University

**Bruce N. Baker, Associate Professor of Administrative Sciences**

A.B., Princeton; M.B.A. Stanford University; P.A.D. George Washington University

**John H. Baker, Assistant Professor of Fine Arts**

A.B., Clark University; A.M., Ph.D., Brown University

**Pradip M. Bakshi, Research Associate Professor of Physics**

B.S., University of Bombay; A.M., Ph.D., Harvard University

**Paul T. Banks, Assistant Professor of Mathematics**

A.B., A.M., Boston College

**Ali Banuazizi, Associate Professor of Psychology**

B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Joseph L. Barrett, S.J., Assistant Professor of Philosophy**

A.B., A.M., Boston College; M.S., College of the Holy Cross; S.T.L., Weston College

**Robert L. Becker, Associate Professor of Physics**

B.S., Missouri School of Mines; M.S., Ph.D., University of Wisconsin

**Steven D. Beggs, Assistant Professor of Economics**

A.B., Carlton College; Ph.D., Massachusetts Institute of Technology

**John J. Begley, S.J., Assistant Professor of Theology**

A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

**David A. Belsley, Associate Professor of Economics**

A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**O. Francis Bennett, Associate Professor of Chemistry**

B.S., Bridgewater State Teachers College; M.S., Boston College; Ph.D., Pennsylvania State University

**Norman H. Berkowitz, Associate Professor of Psychology**

A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University



**Arthur L. Berney**, Professor of Law  
A.B., University of Virginia; LL.B., University of Virginia Law School

**Robert C. Berry**, Visiting Professor of Law  
A.B., University of Missouri; LL.B., Harvard Law School

**Katherine I. Best**, Assistant Professor of Education  
B.S., North Adams State College; M.Ed., State College at Framingham; Ph.D., Boston College

**Stanley J. Bezuska, S.J.**, Professor of Mathematics; Director of Mathematics Institute  
A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D., Brown University

**Raymond G. Biggar**, Assistant Professor of English  
A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

**E. Joseph Billo, Jr.**, Assistant Professor of Chemistry  
B.S., M.S., Ph.D., McMaster University

**Gerald G. Bilodeau**, Professor of Mathematics  
A.B., University of Maine; A.M., Ph.D., Harvard University

**Thomas J. Blakeley**, Professor of Philosophy  
A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

**Barry A. Bluestone**, Instructor of Economics  
A.B., A.M., (cand.) Ph.D., University of Michigan

**Heinz Bluhm**, Professor of Germanic Studies; Chairman of the Department  
A.B., Northwest College; A.M., Ph.D., University of Wisconsin; A.M., (Hon.), Yale University

**Richard S. Bolan**, Associate Professor; Chairman, Community Organization and Social Planning  
B.E., Yale University; M.C.P., Massachusetts Institute of Technology; (cand.) Ph.D., New York University

**Emanuel G. Bombolakis**, Associate Professor of Geology and Geophysics  
B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

**Joseph Bornstein**, Professor of Chemistry  
B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Michael Borrero**, Assistant Professor of Social Work  
B.S., New York University; M.S.W., Columbia University School of Social Work; (cand.) Ph.D., Brandeis University

**Alice E. Bourneuf**, Professor of Economics  
A.B., A.M., Ph.D., Radcliffe College

**James L. Bowditch**, Associate Professor of Organizational Studies; Director, School of Management Honors Program  
A.B., Yale University; M.A., Western Michigan University; Ph.D., Purdue University

**Ellen Bral**, Assistant Professor of Medical-Surgical Nursing  
B.S.N., St. John College; M.S., Boston College; (cand.) Ph.D., New York University

**Gary P. Brazier**, Associate Professor of Political Science  
B.S., Southern Illinois University; Ph.D., University of Minnesota

**Robert S. Brightman**, Assistant Professor of Theology  
A.B., Swarthmore College; S.T.B., Boston University School of Theology; Ph.D., Boston University

**Edward M. Brooks**, Professor of Geology and Geophysics  
A.B., Harvard University; M.S., D.Sc., Massachusetts Institute of Technology

**George D. Brown, Jr.**, Associate Professor of Geology and Geophysics; Chairman of the Department  
B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

**George D. Brown**, Associate Professor of Law  
A.B., Harvard University; LL.B., Harvard Law School

**Christopher J. Bruell**, Assistant Professor of Political Science  
A.B., Cornell University; A.M., Ph.D., University of Chicago

**Gert Bruhn**, Assistant Professor of Germanic Studies  
A.B., University of British Columbia; A.M., Ph.D., Princeton University

**Severyn T. Bruyn**, Professor of Sociology  
A.B., A.M., Ph.D., University of Illinois

**Lillian Buckley**, Assistant Professor of Education  
B.S., Framingham State College; Ed.M., Ed.D., Boston University

**Andrew Buni**, Associate Professor of History  
A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

**Ann Burgess**, Associate Professor of Nursing  
B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

**William J. Burke, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

**Eugene W. Bushala**, Associate Professor of Classical Studies  
A.B., Wayne State University; A.M., Ph.D., Ohio State University

**Robert J. Cahill**, Assistant Professor of Germanic Studies  
A.B., A.M., Boston College; A.M., Ph.D., Boston University

**Edward R. Callahan, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

**Henry A. Callahan, S.J.**, Assistant Professor of History  
A.B., Boston College; A.M., Saint Louis University; Ph.L., S.T.L., Weston College

**Mary E. Calnan**, Associate Professor of Nursing  
B.S., Rivier College; M.Ed., Boston University

**Francis B. Campanella**, Associate Professor of Finance  
B.Sc., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

**Donnah Canavan**, Assistant Professor of Psychology  
A.B., Emmanuel College; Ph.D., Columbia University

**John F. Canty**, Assistant Professor of Law and Management & Computer Sciences  
B.E., Rensselaer Polytechnic Institute; J.D., Boston College Law School

**Thomas J. Carey, Jr.**, Associate Professor of Law  
A.B., Boston College; J.D., Boston College Law School; LL.M., Harvard Law School

**Donald S. Carlisle**, Associate Professor of Political Science  
A.B., Brown University; Ph.D., Harvard University

**Edmund H. Carnevale**, Adjunct Professor of Physics  
B.S., M.S., Boston College; Ph.D., Catholic University of America

**Robert L. Carovillano**, Professor of Physics; Chairman of the Department  
A.B., Rutgers University; Ph.D., Indiana University

**David F. Carroll, S.J.**, Assistant Professor of Theology  
A.B., College of the Holy Cross; A.M., Boston College

**David W. Carroll**, Professor of Law  
B.S., Ohio State University; J.D., Ohio State College of Law

**Rose Ring Carroll**, Associate Professor of Mathematics; Assistant Chairman  
A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

**Normand R. Cartier**, Professor of Romance Languages and Literature  
A.B., Assumption College; A.M., Columbia University; A.M., Ph.D., Harvard University

**James J. Casey, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Weston College

**Joseph H. Casey, S.J.**, Assistant Professor of Philosophy  
A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University



**Robert Castagnola**, Associate Professor of Social Work  
B.S.S.S., Boston College; M.S.W., Boston College School of Social Work

**Leonard R. Casper**, Professor of English  
A.B., A.M., Ph.D., University of Wisconsin

**John F. Caulfield, S.J.**, Assistant Professor of Mathematics  
A.B., A.M., Boston College; S.T.L., Weston College

**Joseph R. Cautela**, Professor of Psychology  
A.B., Boston College; A.M., Ph.D., Boston University

**John Chaffee**, Lecturer in Education  
A.B., M.A., Ph.D., Brown University

**Joseph H. Chen**, Associate Professor of Physics  
B.S., Saint Procopius College; Ph.D., University of Notre Dame

**Robert J. Cheney, S.J.**, Assistant Professor of Economics  
A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

**Nancy Chevalier**, Instructor of Nursing  
B.S., Ohio State University; M.S., Boston College

**Teresa J. Chopoorian**, Assistant Professor of Nursing  
B.S., University of Rhode Island; M.S., Boston University

**Dae-Hyun Chung**, Professor of Physics; Professor of Geology and Geophysics; Director of Western Geophysics Observatory  
B.S., M.S., Alfred University; Ph.D., Pennsylvania State University

**Sarah Cimino**, Instructor of Nursing  
B.S., California State College, L.A.; M.S., Boston College

**Malcolm A. Cole**, Field Work Assistant Professor  
B.S., Springfield College; M.S.S.S., Boston University School of Social Work

**Edward J. Collins**, Assistant Professor of History  
A.B., Boston College; A.M., Ph.D., Harvard University

**Evan R. Collins**, Professor of Education  
A.B., Dartmouth College; Ed.M., Ed.D., Harvard University; Sc.D., Union University; L.L.D., Lehigh University; Doctur, University of Strasburg

**Geraldine L. Conner**, Associate Professor; Chairman of Research  
A.B., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University

**Michael J. Connolly**, Assistant Professor of Slavic and Eastern Languages; Chairman of the Department  
A.B., Boston College; Ph.D., Harvard University

**Joseph J. Connor, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Weston College

**Louis Corsini**, Assistant Professor of Accounting  
B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University

**Katharine C. Cotter**, Professor of Education  
B.S., Ed.D., Syracuse University

**Patricia Cremins**, Instructor of Nursing  
B.S., Boston College; M.S., Boston University

**Joseph T. Criscenti**, Associate Professor of History  
Ph.B., University of Detroit; A.M., Ph.D., Harvard University

**Luz Cuadadro**, Assistant Professor of Social Work  
A.B., A.M., University of Puerto Rico

**Brian J. Cudahy**, Associate Professor of Philosophy  
A.B., Cathedral College in New York; A.M., Ph.D., Saint Bonaventure University

**Thomas J. Cummings**, Instructor of Accounting  
B.S.B.A., Boston College; M.B.A., Babson College

**David R. Cumiskey, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Angelicum

**John S. Dacey**, Associate Professor of Education  
A.B., Harpur College; M.Ed., Ph.D., Cornell University

**Adele M. Dalsimer**, Assistant Professor of English  
A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

**Mary F. Daly**, Associate Professor of Theology  
A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

**Robert Daly, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; A.M., Catholic University; Th.D., University of Wurzburg

**William M. Daly**, Professor of History  
A.B., A.M., Boston College; Ph.D., Brown University

**Jessica Daniel**, Assistant Professor of Education  
B.S., Fayetteville State College; M.S., Ph.D., University of Illinois

**André Lucien Danière**, Associate Professor of Economics  
Baccalaureat, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

**Edward De Antoni**, Assistant Professor of Education  
A.B., University of San Francisco, John Hopkins University, San Jose State College; A.M., Ph.D., Cornell University

**Andre J. de Bethune**, Professor of Chemistry  
B.S., St. Peter's College; Ph.D., Columbia University

**Peter H. deGarmo**, Assistant Professor of History  
A.B., University of California, Berkeley; A.M., California State University, San José; Ph.D., University of California, Davis

**Michael DeLucia**, Assistant Professor of History  
B.S., Georgetown University; Ph.D., Brown University

**William A. DeMalia**, Assistant Professor of Accounting  
B.S.B.A., M.B.A., Boston College

**John F. Devane, S.J.**, Assistant Professor of Geology and Geophysics  
A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Penn State University

**Mary E. Devaney**, Assistant Professor of Nursing  
B.S., Boston College; M.S., University of Michigan

**Francis E. Devine**, Assistant Professor of Political Science  
A.B., Harvard College; A.M., Ph.D., Syracuse University

**J. Francis Devine, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; Ph.L., Weston College; S.T.L., Bellarmine School of Theology in Chicago

**Joseph E. Devine**, Assistant Professor of Marketing  
A.B., Boston College; M.B.A., Boston University

**Paul Devlin**, Professor of Accounting  
A.B., Boston College; M.B.A., Harvard; C.P.A., Massachusetts

**Baldassare Di Bartolo**, Associate Professor of Physics  
Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

**Stanley J. Dmohowski**, Assistant Professor of Accounting  
B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

**Eleanor R. Doane**, Assistant Professor of Nursing  
B.S., M.S., Simmons College

**Paul C. Doherty**, Associate Professor of English; Assistant Chairman of the Department  
A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Donald T. Donley**, Professor of Education  
B.S., State University of New York at Buffalo; D.Ed., Syracuse University

**John D. Donoghue, S.J.**, Assistant Professor of Philosophy  
A.B., College of the Holy Cross; A.M., Boston College; Ph.L., S.T.L., Weston College

**Jeremiah J. Donovan, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Weston College

**John D. Donovan**, Professor of Sociology  
A.B., A.M., Boston College; Ph.D., Harvard University

**Peter A. Donovan**, Professor of Law  
A.B., Boston College; LL.B., Boston College Law School; LL.M., Georgetown University; S.J.D., Harvard Law School



**Mary Ellen Doona**, Assistant Professor of Nursing  
B.S., M.S., Boston College

**Sterling Dow**, Visiting Distinguished Professor of Classical Studies  
A.B., A.M., Ph.D., Harvard University; L.L.D. (Hon.), University of California; D.Hum.Lett. (Hon.), Boston College

**William J. Duffy**, Assistant Professor of Economics  
A.B., Saint Vincent College; A.M., Ph.D., University of Pittsburgh

**P. Albert Duhamel**, Philomatheia Professor of English  
A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

**Vincent F. Dunfey**, Assistant Professor of Economics  
A.B., A.M., Boston College

**Joyce Dwyer**, Associate Professor of Nursing  
B.S., M.S., Boston College

**Robert H. Eather**, Adjunct Associate Professor of Physics  
B.Sc., Newcastle, University College of the University of South Wales; Ph.D., University of South Wales

**John R. Eichorn**, Professor of Education  
B.S., Salem State Teachers College; M.Ed., D.Ed., Boston University

**Laurel A. Eisenhauer**, Assistant Professor of Nursing  
B.S., Boston College; M.S., University of Pennsylvania

**Jacqueline Enos**, Assistant Professor of Romance Languages and Literatures  
A.B., University of Massachusetts; A.M., Radcliffe College; Ph.D., Harvard University

**Christoph Eykman**, Associate Professor of Germanic Studies  
Ph.D., Rhein. Friedr. Wilhelm Universität, Bonn

**Augustus J. Fabens**, Associate Professor of Mathematics  
A.B., Harvard University; Ph.D., Stanford University

**Richard L. Faber**, Associate Professor of Mathematics  
B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

**Pao-Hsien Fang**, Research Professor of Physics  
B.S., M.S., Ohio State University; Ph.D., Catholic University of America

**Robert K. Faulkner**, Associate Professor of Political Science  
A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Miles L. Fay, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

**Walter J. Feeney, S.J.**, Associate Professor of Philosophy and Mathematics; Graduate Study Advisor  
A.B., A.M., Boston College; S.T.L., Weston College; M.S., Ph.D., Catholic University of America

**Penny Feldman**, Instructor of Political Science  
A.B., Radcliffe; A.M., (cand.) Ph.D., Harvard University

**Wallace Feldman**, Assistant Professor of Marketing  
A.B., University of Pittsburgh; M.B.A., Northeastern University; D.B.A., Harvard University

**Anne D. Ferry**, Professor of English  
A.B., Vassar College; A.M., Ph.D., Columbia University

**Joseph Figurito**, Associate Professor of Romance Languages and Literatures  
A.B., Boston College; A.M., D.M.L., Middlebury College

**Walter J. Fimian, Jr.**, Associate Professor of Biology  
A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

**Dalmar Fisher**, Assistant Professor of Organizational Studies  
B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard

**John F. Fitzgerald, S.J.**, Assistant Professor of Physics  
A.B., A.M., Boston College; S.T.L., Weston College; M.S., University of Detroit

**John J. Fitzgerald**, Associate Professor of English  
A.B., A.M., Boston College; A.M., Ph.D., Fordham University

**Malcolm S. FitzPatrick**, Assistant Professor of Social Work  
B.Sc., Yale University; B.E., Yale University; M.Sc., Stanford University School of Engineering; M.Sc., Harvard University School of Public Health; M.C.P., Harvard University School of Design; (cand.) Ph.D., Harvard University Graduate School of Arts and Sciences.

**Thomas Fitzpatrick, S.J.**, Assistant Professor of Theology  
A.B., Boston College; A.M., Weston College; Th.D., University of Innsbruck

**John M. Flackett**, Professor of Law  
LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge; LL.M., University of Pennsylvania

**Maureen Flaherty**, Associate Professor of Nursing  
B.S., M.S., Boston College

**Joseph F. X. Flanagan, S.J.**, Associate Professor of Philosophy; Chairman of the Department  
A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

**Radu R. Florescu**, Associate Professor of History  
A.B., A.M., B. Litt., Oxford University; Ph.D., Indiana University

**Monique E. Fol**, Instructor of Romance Languages and Literatures  
A.B., L.L.B., University of Paris; A.M., (cand.) Ph.D., University of California at Berkeley

**Albert M. Folkard**, Assistant Professor of English; Director of the Honors Program  
A.B., A.M., Boston College

**Ernest L. Fortin, A.S.**, Associate Professor of Theology  
A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

**Sanford J. Fox**, Professor of Law  
A.B., University of Illinois; LL.B., Harvard Law School

**Kenneth E. Frantz**, Assistant Professor of Finance  
A.B., Princeton University; M.B.A., Stanford University; D.B.A., Harvard University

**Marc A. Fried**, Professor of Psychology  
B.S., City College of New York; Ph.D., Harvard University

**Ann F. Friedlaender**, Professor of Economics  
A.B., Radcliffe College; Ph.D., Massachusetts Institute of Technology

**F. Paul Fuhs**, Instructor of Computer Sciences  
B.S., Spring Hill; M.S., Purdue University; B.D., Boston College; (cand.) Ph.D., University of Massachusetts

**Frederick P. Gardiner**, Assistant Professor of Mathematics  
A.B., Harvard University; Ph.D., Columbia University

**Joseph Gartner**, Associate Professor of Marketing  
B.S., University of Connecticut; M.S., University of New Hampshire; Ph.D., Iowa State University

**Nancy J. Gaspard**, Associate Professor of Nursing  
B.S., Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.)

**Joseph D. Gauthier, S.J.**, Professor of Romance Languages and Literature  
B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; DesL., Laval University

**Harold M. Geddes**, Field Work Assistant Professor; Student Training Unit  
B.A., Cornell University; M.S., Simmons College School of Social Work

**Joyce Berger Gerard**, Lecturer in Education  
B.S., A.M., Western Michigan University

**Donald Gertmenian**, Assistant Professor of English  
A.B., A.M., Ph.D., Harvard University

**Mark Gibbons**, Assistant Professor of English  
A.B., Amherst College; Ph.D., Rutgers University

**Robert E. Gilbert**, Assistant Professor of Political Science  
A.B., A.M., Fordham University; Ph.D., University of Massachusetts



**David H. Gill, S.J.**, Assistant Professor of Classical Studies; Acting Chairman of the Department  
A.B., A.M., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**James J. Gilroy**, Associate Professor of Biology  
B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

**Joseph A. Glavin, S.J.**, Assistant Professor of History  
A.B., A.M., Boston College; S.T.B., Weston College

**Mary Ann Glendon**, Professor of Law  
A.B., University of Chicago; J.D., M.C.L., University of Chicago Law School

**Arthur L. Glynn**, Professor of Accounting; Chairman of the Department  
M.B.A., Boston University; J.D., Boston College Law School; C.P.A., Massachusetts

**George J. Goldsmith**, Associate Professor of Physics  
B.S., University of Vermont; M.S., Ph.D., Purdue University

**Lawrence A. Gomes**, Assistant Professor of Education  
A.B., Northeastern University; M.Ed., Boston College; Ed.D., Boston University

**Enrique Gonzales**, Assistant Professor of Mathematics  
A.B., University of Madrid; A.M., Ph.D., Brown University

**Marjory Gordon**, Associate Professor of Nursing  
B.S., Hunter College, CCNY; M.S., Hunter College; Ph.D., Boston College

**Joan Gosselin**, Assistant Professor of Nursing  
B.S., Boston College; M.A., New York University

**Elizabeth M. Grady**, Assistant Professor of Nursing  
B.S., M.S., Boston College

**Frank Graff**, Assistant Professor of History  
A.B., Cornell University; A.M., Ph.D., University of Michigan

**Peter Gray**, Assistant Professor of Psychology  
A.B., Columbia University; Ph.D., Rockefeller University

**Walter T. Greaney, Jr.**, Professor of Finance; Chairman of the Department  
A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard

**Elizabeth Green**, Instructor of English  
A.B., Wellesley College; A.M., Boston College

**Thomas J. Grey, S.J.**, Assistant Professor of History  
A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

**Margaret Griffin**, Assistant Professor of Education  
B.S., Framingham State Teachers College; M.Ed., Boston College

**William M. Griffin**, Associate Professor of Education  
A.B., Marietta College; A.M., State College for Teachers at Albany; D.Ed., Syracuse University

**Linda Grimm**, Instructor of Nursing  
B.S., University of the State of New York; M.S., Case Western Reserve University

**Joan Grindley**, Instructor of Nursing  
B.S., Boston College; M.S., University of Pennsylvania

**Shirley Lee Guenther**, Assistant Professor of Nursing  
B.S., University of North Carolina; M.S., Boston University

**Jeanne Guillemin**, Assistant Professor of Sociology  
A.B., Harvard University; A.M., Ph.D., Brandeis University

**Guillermo L. Guitarte**, Professor of Romance Languages and Literatures  
Profesorado, Filosofia y Letrac, Buenos Aires

**M. Susan Gussenhoven**, Assistant Professor of Physics  
A.B., Mount Holyoke College; A.M., University of Minnesota; Ph.D., Boston College

**Donald L. Hafner**, Assistant Professor of Political Science  
A.B., Kalamazoo College; Ph.D., University of Chicago

**William J. Haggerty, Jr.**, Associate Professor of Philosophy  
A.B., College of the Holy Cross; A.M., Boston College; Ph.D., Boston University

**James Halpin, S.J.**, Instructor of Theology  
A.B., A.M., M.S., Boston College; Th.L., San Francisco, Barcelona, Spain; S.T.D. (cand.) Gregorian University, Rome

**Albert F. Hanwell**, Associate Professor; Chairman, Social Welfare Policy and Services; Project Director, Children's Bureau Grant  
B.S., M.S.W., Boston College

**Patricia B. Harrington**, Associate Professor of Nutrition  
B.S., University of Massachusetts; M.Ed., Boston University

**Vincent A. Harrington**, Associate Professor of Law  
A.B., M.B.A., Harvard; J.D., Boston College

**Jeffrey C. Hart**, Instructor of Speech Communication and Theatre  
A.B., Tufts University; A.M., University of Pittsburgh; Ph.D., University of Wisconsin

**Carol Hartman**, Associate Professor of Nursing  
B.S., A.M., University of California (L.A.); D.N.Sc., Boston University

**John T. Hasenjaeger**, Associate Professor of Marketing  
B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

**Charles Healey, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Weston College; Th.D., Gregorian University

**L. Marion Heath**, Associate Professor of Nursing  
B.S., M.S., Boston University

**John L. Heineman**, Associate Professor of History; Chairman of the Department  
A.B., University of Notre Dame; Ph.D., Cornell University

**Julien O. Hennefeld**, Assistant Professor of Mathematics  
A.B., Harvard University; Ph.D., Columbia University

**J. Christopher Hepburn**, Assistant Professor of Geology and Geophysics  
A.B., Colgate University; A.M., Ph.D., Harvard University

**Hope Hibbard**, Instructor of Nursing  
A.B., Ohio Wesleyan University; B.S., Columbia University; M.S., Boston University

**William B. Hickey**, Associate Professor of Law; Chairman of the Department  
A.B., J.D., Boston College; M.Ed., Boston State Teachers College; LL.M., Boston University Law School

**Jocelyn N. Hillgarth**, Professor of History  
A.B., Queens College; A.M., Ph.D., Cambridge University

**Edward L. Hirsh**, Professor of English  
A.B., A.M., Ph.D., Yale University

**Robert D. Hisrich**, Assistant Professor of Marketing  
A.B., DePauw University; M.B.A., Ph.D., University of Cincinnati

**Eileen C. Hodgman**, Instructor of Nursing  
B.S., Boston College; M.S., Yale University

**Lynda L. Holmstrom**, Assistant Professor of Sociology  
B.S., Stanford University; A.M., Boston University; Ph.D., Brandeis University

**William J. Home**, Instructor in Finance  
B.S., M.A., Boston College

**Murray Horwitz**, Professor of Psychology  
B.S.S., College of the City of New York; Ph.D. University of Michigan

**James L. Houghteling**, Professor of Law  
A.B., Yale University; LL.B., LL.M., Harvard Law School; M.P.A., Harvard Graduate School of Public Administration

**Joseph T. Howson, Jr.**, Assistant Professor of Computer Sciences  
B.S., M.S., Ph.D., Rensselaer Polytechnic Institute

**Katherine Huffhines**, Instructor of English  
A.B., Stanford University; M.A.T., Harvard University

**Everett C. Hughes**, Visiting Professor of Sociology  
A.B., Ohio Wesleyan University; Ph.D., University of Chicago



**Richard E. Hughes**, Professor of English  
A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

**Thomas P. Hughes**, Assistant Professor of English  
B.S., Fordham University; A.M., Columbia University

**Wilma Hull**, Lecturer in Education  
A.B., St. Lawrence University; M.Ed., Boston University

**Bernadette P. Hungler**, Associate Professor of Nursing  
B.S., Georgetown University; M.S., Boston College

**Edgar F. Huse**, Professor of Organizational Studies; Director of the Program  
A.B., Creighton University; M.A., University of Nebraska; Ph.D., Western Reserve University

**Diane Beth Hyman**, Assistant Professor of Romance Languages and Literatures  
A.B., University of Michigan; M.A., Ph.D., Harvard University

**Demetrius S. Iatridis**, Professor of Social Work  
A.B., Washington and Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

**Jack Jaffe**, Assistant Professor of Physics  
B.S., City College of New York; Ph.D., Massachusetts Institute of Technology

**Janet W. James**, Adjunct Associate Professor of History  
A.B., Smith; A.M., Bryn Mawr; Ph.D., Harvard

**John A. Jensen**, Associate Professor of Education  
A.B., Cornell University; A.M., D.Ed., University of Rochester

**Roger T. Johnson**, Assistant Professor of History  
A.B., Oberlin College; A.M., Ph.D., University of Wisconsin

**Joan C. Jones**, Assistant Professor of Education  
B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

**Lawrence G. Jones**, Professor of Slavic and Eastern Languages  
A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

**Barry Jordan**, Instructor of English  
A.B., A.M., Boston College

**John B. Junkala**, Associate Professor of Education  
B.S., State College at Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

**Gabor Kalman**, Research Professor of Physics  
D.Sc., Israel Institute of Technology

**Paul Kardos**, Instructor of Romance Languages and Literatures  
Bacc., Bordeaux; Propedeutique, Bordeaux; A.M., University of Miami; (cand.) Ph.D., Harvard University

**David A. Karp**, Assistant Professor of Sociology  
A.B., Harvard College; Ph.D., New York University

**Sanford N. Katz**, Professor of Law  
A.B., Boston University; J.D., University of Chicago

**Francis J. Kelly**, Professor of Education  
A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

**T. Ross Kelly**, Assistant Professor of Chemistry  
B.S., Holy Cross College; Ph.D., University of California at Berkeley

**Thomas J. Kelly**, Instructor of Accounting  
B.S.B.A., Boston College; J.D., Portia Law School

**Margaret J. Kenney**, Assistant Professor of Mathematics  
B.S., A.M., Boston College

**Robert Kern**, Assistant Professor of English  
A.B., City College of New York; A.M., Ph.D., Harvard University

**Anne K. Kibrick**, Professor of Nursing; Chairman, Department of Nursing, Graduate School of Arts and Sciences  
B.S., Boston University; A.M., Columbia University; Ed.D. Harvard University

**William K. Kilpatrick**, Assistant Professor of Education  
B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

**Mary T. Kinnane**, Professor of Education  
A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

**John H. Kinnier, S.J.**, Assistant Professor of Physics  
B.S., A.B., A.M., Boston College; M.S., Catholic University of America; S.T.L., Weston College

**Walter H. Klein**, Professor of Administrative Sciences; Chairman of the Department  
B.S., M.B.A., Ph.D., University of Pittsburgh

**Christa J. Klute**, Assistant Professor of Nursing  
B.S., M.S., Boston University

**D. Edward Knox**, Assistant Professor of History  
A.B., Greenville College; A.M., Harvard University; Ph.D., Michigan State University

**Elizabeth Koundakjian**, Instructor of Nursing  
A.B., University of California at Berkeley; B.S., Boston University; M.Ed., Boston State College

**Marvin Kraus**, Assistant Professor of Economics  
B.S., Purdue University; Ph.D., University of Minnesota

**Rosemary Krawczyk**, Instructor of Nursing  
B.S., College of St. Catherine; M.S., Boston College

**Joseph F. Krebs**, Assistant Professor of Mathematics  
A.B., A.M., Boston College

**Peter J. Kreeft**, Associate Professor of Philosophy  
A.B., Calvin College; A.M., Ph.D., Fordham University

**Edward Krupat**, Assistant Professor of Psychology  
A.B., New York University; Ph.D., University of Michigan

**Elizabeth Kudzma**, Instructor of Nursing  
B.S., M.S., Boston College

**George T. Ladd**, Associate Professor of Education  
B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

**Archille J. Laferriere**, Assistant Professor of Mathematics  
A.B., A.M., Boston College

**Pierre D. Lambert**, Associate Professor of Education  
B.S., M.Ed., Boston College; Ph.D., State University of Iowa

**Francis J. Larkin**, Adjunct Professor of Law  
B.S., Holy Cross College; LL.B., LL.M., Georgetown University

**Joseph M. Larkin, S.J.**, Assistant Professor of Speech Communication and Theatre  
A.B., Boston College; A.M., Catholic University of America; S.T.B., Weston College

**Frederick Lawrence**, Instructor of Theology  
A.B., St. John's College; (cand.) D.Th., University of Basel

**R. Alan Lawson**, Associate Professor of History  
A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

**John Henry Lawton**, Professor of Speech Communication and Theatre; Chairman of the Department  
A.B., Emerson College; A.M., Boston College; Ph.D., State University of Iowa

**Robert J. LeBlanc**, Assistant Professor of Mathematics  
A.B., A.M., Boston College

**Vera G. Lee**, Associate Professor of Romance Languages and Literatures  
A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

**Robert Leffingwell**, Instructor of Speech Communication and theatre  
A.B., Westminster College; A.M., Pennsylvania State University

**Dorothy T. Lekarczyk**, Assistant Professor of Psychology  
A.B., Northeastern University; A.M., Ph.D., University of Illinois



**Seymour Leventman**, Associate Professor of Sociology  
A.B., Washington State College, Chicago; A.M., Indiana University;  
Ph.D., University of Minnesota

**John W. Lewis, III**, Assistant Professor of Organizational Studies  
A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve  
University

**Kenneth A. Lewis**, Assistant Professor of Economics  
A.B., Amherst College; Ph.D., Princeton University

**Paul D. Lewis**, Assistant Professor of Law  
B.S., College of the Holy Cross; J.D., Suffolk Law School

**Cynthia C. Lichtenstein**, Assistant Professor of Law  
A.B., Radcliffe College; LL.B., Yale University; M.C.L., University  
of Chicago Law School

**Ramsay G. Liem**, Assistant Professor of Psychology  
A.B., Haverford College; Ph.D., University of Rochester

**Jeong-long Lin**, Associate Professor of Chemistry  
B.S., M.S., National Taiwan University; Ph.D., Queen's University  
at Ontario

**Maurice Liss**, Associate Professor of Biology  
A.B., Harvard University; Ph.D., Tufts University School of Medi-  
cine

**Francis A. Liuima, S.J.**, Assistant Professor of Physics  
M.S., Boston College; Ph.D., St. Louis University

**Joseph A. Longo**, Associate Professor of English  
B.S., M.Ed., A.M., Ph.D., Rutgers University

**John W. Loofbourow**, Associate Professor of English  
A.B., Harvard University; A.M., Columbia University; Ph.D., Har-  
vard University

**Hans Lorentzen**, Instructor of Romance Languages and Litera-  
tures  
A.B., Lyngby State College, Denmark; A.M., Skaarup State Teachers  
College; (cand.) Ph.D., Boston College

**Thomas J. Loughran**, Assistant Professor of Philosophy  
A.B., Boston College; Ph.D., Fordham University

**David Lowenthal**, Professor of Political Science; Chairman of  
the Department  
A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New  
School for Social Research

**Martin Lowenthal**, Adjunct Assistant Professor of Sociology  
A.B., A.M., Ph.D., University of California at Berkeley

**Ritchie P. Lowry**, Professor of Sociology  
A.B., A.M., Ph.D., University of California at Berkeley

**Jean Lozinski**, Assistant Professor of Fine Arts  
A.B., Occidental College; A.M., Ph.D., Yale University

**Robin R. Lydenberg**, Instructor of English  
A.B., Barnard College; A.M., Ph.D. (cand.), Cornell University

**Jean K. MacCubrey**, Adjunct Assistant Professor of Education  
B. Mus., Boston University; M.Ed., Ph.D., Boston College

**Mary MacDonald**, Assistant Professor of Nursing  
B.S., College of St. Catherine; M.S., University of Colorado

**Arthur A. MacGillivray, S.J.**, Assistant Professor of English  
A.B., A.M., Boston College; A.M., University of Minnesota

**Richard A. Mackey**, Associate Professor; Chairman, Casework;  
Project Director for National Institute of Mental Health Grant  
A.B., Merrimack College; M.S.W., Catholic University of America;  
D.S.W., Catholic University of America

**Donald I. MacLean, S.J.**, Associate Professor of Chemistry  
A.B., A.M., Boston College; Ph.D., Catholic University of America

**Allison Macomber**, Artist-in-Residence

**George F. Madaus**, Professor of Education  
B.S., College of the Holy Cross; M.Ed., State College at Worcester;  
D.Ed., Boston College

**John L. Mahoney**, Professor of English  
A.B., A.M., Boston College; Ph.D., Harvard University

**Leonard P. Mahoney, S.J.**, Assistant Professor of History  
A.B., A.M., Boston College; A.M., Ph.L., S.T.L., Weston College;  
Ph.D., Georgetown University

**Michael A. Malec**, Associate Professor of Sociology; Chairman  
of the Department  
B.S., Loyola University; M.S., Ph.D., Purdue University

**Henry Maltz**, Associate Professor of Chemistry  
B.S., Brooklyn College; M.S., Ph.D., Yale University

**H. Michael Mann**, Professor of Economics  
A.B., Haverford College; Ph.D., University of Wisconsin

**David R. Manwaring**, Associate Professor of Political Science  
A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

**Rene J. Marcou**, Professor of Mathematics  
B.S., Colby College; Ph.D., Massachusetts Institute of Technology

**J. Paul Marcoux**, Associate Professor of Speech Communication  
and Theatre  
B.S., Fitchburg State College; M.Ed., Boston University; Ph.D.,  
Northwestern University

**Harvey R. Margolis**, Assistant Professor of Mathematics  
M.S., Ph.D., University of Chicago

**Stuart B. Martin**, Associate Professor of Philosophy  
A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval  
Studies; A.M., Ph.D., Fordham University

**Fidelia Masi**, Associate Professor of Social Work  
B.S., College of Mt. St. Vincent; M.S.W., University of Illinois;  
D.S.W., Catholic University

**Antonio C. Mastrobuono**, Instructor of Romance Languages and  
Literatures  
A.B., Providence College; A.M., Catholic University of America;  
(cand.) Ph.D., Harvard University

**Mya Maung**, Associate Professor of Finance  
A.B., Rangoon University; A.M., University of Michigan; Ph.D.,  
Catholic University

**Ann M. Maughn**, Instructor of Nursing  
B.S., Boston College; M.S., Boston University

**Francis L. Maynard**, Associate Professor of Biology  
A.B., Boston College; A.M., Brown University; Ph.D., Boston Univer-  
sity

**John J. McAleer**, Professor of English  
A.B., A.M., Boston College; Ph.D., Harvard University

**Rev. Richard P. McBrien**, Professor of Theology  
A.B., St. John's Seminary; A.M., St. John's Seminary; S.T.L., S.T.D.,  
Pontifical Gregorian University, Rome

**Joseph M. McCafferty**, Assistant Professor of English  
A.B., A.M., Boston College

**Francis McCaffrey**, Associate Professor of Physics  
B.S., Providence College; Ph.D., University of Notre Dame

**John R. McCall, S.J.**, Associate Professor of Theology  
A.B., St. Bernard's Seminary; A.M., Boston College; A.M., Ph.D.,  
Catholic University of America; S.T.L., Weston College

**John F. McCarthy**, Associate Professor of English  
A.B., Harvard University; A.M., Ph.D., Yale University

**Nancy C. McCarthy**, Assistant Professor of Nursing  
B.S., Boston College; M.S., Boston University

**Timothy E. McCarthy**, Associate Professor of Chemistry  
B.S., Boston College; Ph.D., Georgetown University

**Daniel L. McCue, Jr.**, Assistant Professor of English  
A.B., Boston College; A.M., (cand.) Ph.D., Columbia University

**Paul R. McDaniel**, Professor of Law  
A.B., University of Oklahoma, LL.B., Harvard University

**Francis J. McDermott**, Assistant Professor of English  
A.B., A.M., Boston College; A.M., Ph.D., Harvard University

**Robert J. McEwen, S.J.**, Professor of Economics  
A.B., Boston College; A.M., Fordham University; S.T.L., Weston  
College; Ph.D., Boston College



**Gail Ann McGrath**, Instructor of Speech Communication and Theatre  
A.B., Heidelberg University; A.M., Bowling Green State University; (cand.) Ph.D., Boston University

**Anne McInvale**, Assistant Professor of Social Work  
A.B., Millsaps College; M.S.W., Tulane University School of Social Work; (cand.) Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

**John J. McKinnon**, Field Work Assistant Professor; Student Training Unit  
A.B., Suffolk University; M.S.W., Boston College

**Francis M. McLaughlin**, Associate Professor of Economics  
B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Raymond T. McNally**, Professor of History; Assistant Director, Slavic and East European Center  
A.B., Fordham University; Ph.D., Free University of Berlin

**Valda Melngailis**, Lecturer of Germanic Studies  
A.B., A.M., Boston University; Ph.D., Harvard University

**Joanne Merry**, Instructor of Nursing  
B.S., Boston College; M.S., State University of New York at Buffalo

**Leopold R. Michel**, Visiting Lecturer of Management  
Eng. Degree, Technical University, Austria; M.S., University of Iowa

**Anita Milch**, Instructor of Nursing  
B.S., M.S., Boston University

**Edward S. Milenky**, Assistant Professor of Political Sciences  
A.B., Tufts University; A.M., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

**Samuel J. Miller**, Associate Professor of History  
B.S., A.M., Ohio State University; Ph.D., Brown University

**Paula Minehan**, Assistant Professor of Nursing  
B.S., M.S., Boston College

**Paul Misner**, Assistant Professor of Theology  
A.B., St. Charles Borromeo Seminary, Overbrook; S.T.B., S.T.L., Gregorian University; Th.D., Munich

**Francis P. Molloy, S.J.**, Assistant Professor of Philosophy  
A.B., A.M., Boston College; S.T.L., Weston College

**David Moment**, Professor of Organizational Studies  
B.S., Illinois Institute of Technology; M.B.A., D.B.A., Harvard

**Jean Mooney**, Adjunct Lecturer of Education  
A.B., Smith College; M.A., Stanford University; Ph.D., Boston College

**Louise S. Moore**, Assistant Professor of History  
A.B., College of William and Mary; A.M., Mt. Holyoke College; M. Litt., Cambridge University

**Frederick L. Moriarty, S.J.**, Professor of Theology  
A.B., College of the Holy Cross; A.M., Johns Hopkins University; S.S.L., Pontifical Biblical Institute; S.T.D., Weston College

**Ouida Morris**, Instructor of Education  
B.S., Centenary College of Louisiana; A.M., University of Minnesota; (cand.) Ph.D., University of Minnesota

**James F. Moynihan, S.J.**, Professor of Education  
A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College; Ph.D., Catholic University

**David C. Murphy**, Assistant Professor of Administrative Sciences  
B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**Francis J. Murphy**, Lecturer of History  
A.B., Holy Cross College; S.T.B., St. John's Seminary; Ph.D., Catholic University

**Gwendolyn H. Murphy**, Field Work Assistant Professor; Student Training Unit  
B.S., Emmanuel College; M.S.W., Boston College Graduate School of Social Work

**John J. Murphy, S.J.**, Assistant Professor of Economics  
A.B., A.M., Boston College

**Sister Kathleen Murphy, O.P.**, Associate Professor of Education  
B.S., St. John's University; M.F.A., M.S., Ph.D., Fordham University

**Richard T. Murphy**, Associate Professor of Philosophy  
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

**Joseph L. Navickas**, Associate Professor of Philosophy  
Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

**David Neiman**, Associate Professor of Theology  
A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

**John J. Neuhauser**, Associate Professor of Computer Sciences; Director of the Program  
B.S., Manhattan College; M.S., Ph.D., Rensselaer Polytechnic Institute

**Eva Neumann**, Assistant Professor of Education  
A.B., Wheaton College; M.S., Wheelock College; Ph.D., University of Illinois

**Francis J. Nicholson, S.J.**, Professor of Law  
A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

**Edward Norton**, S.V.D., Assistant Professor of Education  
A.B., Divine Word Seminary; A.M., Catholic University of America; Ph.D., University of Chicago

**Vincent C. Nuccio**, Professor of Education  
A.B., Boston College; M.E., D.Ed., Cornell University

**Ronald L. Nuttall**, Professor of Education  
A.B., A.M., Ph.D., Harvard University

**Bernard A. O'Brien**, Associate Professor of Education  
A.B., Boston College; A.M., Ph.D., Catholic University of America

**Gerard C. O'Brien, S.J.**, Assistant Professor of Philosophy  
A.B., A.M., Boston College; Ph.D., Fordham University

**Joseph D. O'Brien**, Professor of Marketing; Chairman of Department  
A.B., College of the Holy Cross; M.B.A., University of Pennsylvania; Ph.D., Saint Louis University

**Josephine O'Callahan**, Instructor of Nursing  
B.S., M.S., Boston College

**Thomas H. O'Connor**, Professor of History  
A.B., A.M., Boston College; Ph.D., Boston University

**Kathleen O'Donoghue**, Associate Professor; Co-Chairman, Human Behavior and the Social Environment; Project Director for the Vocational Rehabilitation Administration Grant  
B.S., Emmanuel College; M.S.W., Boston College; M.S.H., Harvard School of Public Health

**Edward M. O'Flaherty, S.J.**, Instructor of Sociology  
A.B., Boston College; A.M., (cand.) Ph.D., University of Pennsylvania

**J. Enrique Ojeda**, Associate Professor of Romance Languages and Literatures; Chairman of the Department  
Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

**Charles P. Olivieri**, Instructor of Computer Sciences  
B.S.B.A., M.B.A., Boston College; (cand.) Ph.D., Columbia University

**Marguerite M. O'Malley**, Assistant Professor of Nursing  
B.S., M.Ed., Boston College

**Robert F. O'Malley**, Associate Professor of Chemistry, Chairman of the Department  
B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Thomas P. O'Malley, S.J.**, Associate Professor of Patristics; Chairman of the Department  
A.B., Boston College; A.M., Fordham University; S.T.L., St. Albert de Louvain; D.Litt., Nijmegen University

**Jean A. O'Neil**, Assistant Professor of Nursing  
B.S., M.S., Boston College



**John D. O'Reilly, Jr.**, Professor of Law  
A.B., Georgetown; LL.B., Boston College Law School; LL.M., Harvard Law School

**Joseph A. Orlando**, Associate Professor of Biology  
B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California at Berkeley

**William Oshima**, Assistant Professor; Project Director for National Institute of Mental Health Grant  
A.B., Muskingum College; M.S.W., State University, Columbus, Ohio

**Mary C. O'Toole**, Assistant Professor of Education  
B.S., A.M., Boston University

**Thomas J. Owens**, Professor of Philosophy  
A.B., A.M., Boston College; Ph.D., Fordham University

**Yuh-kang Pan**, Associate Professor of Chemistry  
B.S., National Taiwan University; Ph.D., Michigan State University

**C. Alexander Peloquin**, Composer-in-Residence

**PHEME PERKINS**, Assistant Professor of Theology  
A.B., St. John's College; A.M., Ph.D., Harvard University

**Priscilla Perkins**, Assistant Professor of Geology and Geophysics  
A.B., Bryn Mawr; Ph.D., University of California at Berkeley

**Denise Perron**, Instructor of Nursing  
B.S., Boston College; M.N., University of California (L.A.)

**Thomas W. Perry**, Associate Professor of History  
A.B., A.M., Ph.D., Harvard University

**Michael P. Peters**, Assistant Professor of Marketing  
B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

**Harold A. Petersen**, Associate Professor of Economics; Chairman of the Department  
A.B., DePauw University; Ph.D., Brown University

**Dorman Picklesimer, Jr.**, Instructor in Speech Communication and Theatre  
A.B., Morehead State University; A.M., Bowling Green State University; (cand.) Ph.D., Indiana University

**Andrejs Plakans**, Assistant Professor of History  
A.B., Franklin and Marshall College; A.M., Ph.D., Harvard University

**Donald J. Plocke, S.J.**, Associate Professor of Biology; Chairman of the Department  
B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Frances Powell**, Assistant Professor of Education  
B.S., University of Illinois; M.S., Ph.D., University of Wisconsin

**Theresa Powell**, Assistant Professor of Education  
Diploma, Posse School of Physical Education; B.S., Ed.M., Boston University

**Edward J. Power**, Professor of Education  
A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

**John G. Preston**, Associate Professor of Finance  
B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

**Sr. Evelyn Claire Quinlan**, Instructor of Nursing  
B.S., M.S., Catholic University of America

**Betty Rahv**, Assistant Professor of Romance Languages and Literatures  
A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

**Ernest A. Rakow**, Instructor of Education  
B.S., Concordia Teachers College; A.M., (cand.) Ph.D., University of Chicago

**Mark B. Ramras**, Assistant Professor of Mathematics  
A.B., Harvard University; A.M., Ph.D., Brandeis University

**John H. Randall, III**, Associate Professor of English  
A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

**David M. Rasmussen**, Associate Professor of Philosophy  
A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

**Charles L. Regan**, Associate Professor of English  
A.B., Boston College; A.M., Ph.D., Harvard University

**Patricia Regan**, Associate Professor of Nursing  
B.S., M.S., Boston College

**Robert E. Reiter**, Associate Professor of English  
A.B., St. Bonaventure College; Ph.D., University of Michigan

**Robert F. Renehan**, Professor of Classical Studies; Chairman of the Department  
A.B., Boston College; A.M., Ph.D., Harvard University

**Edward Reynolds**, Assistant Professor of Psychology  
A.B., Oberlin College; M.S., Ph.D., Western Reserve University

**James E. Richard**, Visiting Professor of Management  
A.B., University of Chicago

**Donald K. Richter**, Assistant Professor of Economics  
A.B., A.M., Yale University; Ph.D., Massachusetts Institute of Technology

**Peter Rieser**, Associate Professor of Biology  
B.S., Long Island University; Ph.D., University of Pennsylvania

**John G. Riley**, Assistant Professor of Economics  
B.Sc., M. Comm., University of Canterbury; Ph.D., Massachusetts Institute of Technology

**Marvin C. Rintala**, Professor of Political Science  
A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Stephen F. Roach**, Professor of Education  
M.E., Stevens Institute of Technology; M.S., Ph.D., Fordham University

**Paul M. Roberts**, Instructor of History  
A.B., Coe College; (cand.) Ph.D., Princeton University

**John P. Rock, S.J.**, Associate Professor of Philosophy  
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Louvain University

**Daniel M. Rohrer**, Instructor of Speech Communication and Theatre  
A.B., Western Michigan University; A.M., University of Wisconsin

**Pearl Romm**, Instructor of Nursing  
B.S., Boston College; M.S., Boston University

**Jack E. Rosin**, Lecturer of Organizational Studies  
B.S.M.E., M.B.A., University of Toledo

**John H. Rosser**, Assistant Professor of History  
A.B., University of Maryland; A.M., Ph.D., Rutgers University

**James Rourke**, Adjunct Lecturer of Education  
A.B., St. John's Seminary; M.Ed., State College at Boston

**Katherine Ryan Rowley**, Instructor of Nursing  
B.S.N., Boston University; M.S., Boston College

**David C. Roy**, Assistant Professor of Geology and Geophysics  
B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

**Michael W. Rubin**, Instructor of Computer Sciences  
B.S., M.S. (Aeronautics & Astronautics), M.S. (Industrial Management), Massachusetts Institute of Technology; M.S. (Operations Research), (cand.) Ph.D., Stanford University

**Allyn H. Rule**, Assistant Professor of Biology  
B.S., Central Connecticut College; A.M., Ph.D., Boston University

**Irving J. Russell**, Associate Professor of Chemistry  
B.S., Boston College; M.S., University of Chicago; Ph.D., Enrico Fermi Institute for Nuclear Studies, University of Chicago

**Patrick J. Ryan, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University



**William Ryan**, Professor of Psychology; Chairman of the Department  
A.B., Ph.D., Boston University

**Pauline R. Sampson**, Assistant Professor of Nursing  
B.S., M.Ed., Boston College

**Richard Santerre**, Instructor of Romance Languages and Literatures  
A.B., A.M., (cand.) Ph.D., Boston College

**Dennis J. Sardella**, Associate Professor of Chemistry  
B.S., Boston College; Ph.D., Illinois Institute of Technology

**Daniel J. Saunders, S.J.**, Associate Professor of Theology  
A.B., A.M., Boston College; A.M., St. Louis University; S.T.D., Weston College

**John Savage**, Associate Professor of Education  
A.B., Iona College; Ed.M., Ed.D., Boston University

**Helen Manock Saxe**, Associate Professor of Nursing  
B.S., A.M., Columbia University

**Margaret Amy Schatkin**, Assistant Professor of Theology  
A.B., Queens College; A.M., Ph.D., Fordham University; (cand.) Th.D., Princeton Theological Seminary

**Rachael Schepkowski**, Field Work Assistant Professor; Student Training Unit  
B.S., Western Carolina College; M.Ed., University of North Carolina; M.S.W., Michigan State University School of Social Work

**Jerome Schultz**, Lecturer of Education  
A.B., A.M., Ohio State University

**Solomon L. Schwebel**, Associate Professor of Physics  
B.S., City College of New York; M.S., Ph.D., New York University

**Robert Scigliano**, Professor of Political Science  
A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Mary Seidel**, Assistant Professor of Nursing  
B.S., Boston College; M.S., Boston University

**Charles J. Serns**, Assistant Professor of Political Science  
A.B., University of Chicago; LL.B., Yale University Law School; M.P.A., Ph.D., Harvard University

**John P. Shanahan**, Associate Professor of Mathematics  
B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

**Donald D. Shandler**, Assistant Professor of Speech Communication and Theatre  
A.B., A.M., Montclair State College; Ph.D., Ohio State University

**James E. Shaw**, Professor of Law  
A.B., Xavier University; J.D., Harvard; LL.M., M.B.A., Boston University

**Robert L. Sheehan**, Associate Professor of Romance Languages and Literatures  
B.S., Boston College; A.M., Ph.D., Boston University

**Daniel J. Shine, S.J.**, Associate Professor of Philosophy  
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Gregorian University

**Ernest A. Siciliano**, Professor of Romance Languages and Literatures  
A.B., A.M., Boston College; Ph.D., Harvard University

**Clara M. Siggins**, Associate Professor of English  
B.S., A.M., Teachers College, Columbia University; Ph.D., St. John's University

**Maria Simonelli**, Professor of Romance Languages and Literatures  
Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

**William M. Singer**, Assistant Professor of Mathematics  
A.B., Cornell University; A.M., Ph.D., Princeton University

**Emil Slizewski**, Professor of Law  
A.B., Boston College; LL.B., Boston College Law School

**Charles F. Smith, Jr.**, Associate Professor of Education  
B.S. Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

**David H. Smith**, Associate Professor of Sociology  
A.B., University of Southern California; A.M., Ph.D., Harvard University

**Edward B. Smith**, Assistant Professor of Education  
A.B., A.M., Loyola University of Chicago; Ph.D., University of Chicago

**James W. Smith**, Professor of Law  
A.B., Boston College; LL.B. Boston College Law School; LL.M., New York University Law School

**John H. Smith**, Associate Professor of Mathematics  
A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

**Leon Smolinski**, Professor of Economics  
A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

**Jolane Solomon**, Assistant Professor of Biology  
A.B., Hunter College; A.M., Ph.D., Radcliffe College

**Manuel Spector**, Assistant Professor; Project Director, Action Planning for Community Health Services Concentration  
B.A., St. Mary's University; M.S.W., Worden School of Social Work; M.S., University of Pittsburgh Graduate School of Public Health; Ph.D., Graduate School of Social Work, University of Pittsburgh.

**Chester S. Stachow**, Associate Professor of Biology  
B.S., M.S., Ph.D., University of Manitoba

**Theodore Steeman, O.F.M.**, Lecturer of Theology  
B.D., Weert; Drs. Soc. University of Leyden; (cand.) Ph.D., Harvard University

**Donald K. Stern**, Adjunct Assistant Professor of Law  
A.B., Hobart College; J.D., Georgetown University

**Richard M. Stevens, S.J.**, Assistant Professor of Philosophy  
A.B., A.M., Boston College; Ph.D., Sorbonne

**Olga Stone**, Assistant Professor of Music; Musician-in-Residence  
Mus.B., Mus.M., Mus.D., Boston University

**Leonard Strickman**, Visiting Associate Professor of Law  
A.B., University of Rochester; LL.B., Yale Law School

**Vishubnolta Subrahmanyam**, Assistant Professor of Chemistry  
B.S., Andhra University; M.S., Banaras Hindu University; Ph.D., University of California at Berkeley

**John J. Sullivan**, Assistant Professor of English  
A.B., Harvard University; A.M., Boston College

**Joseph A. Sullivan**, Professor of Mathematics; Chairman of the Department  
A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

**Richard S. Sullivan**, Professor of Law  
A.B., LL.B., Boston College; LL.M., Harvard Law School

**William D. Sullivan, S.J.**, Professor of Biology  
A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

**Alfred E. Sutherland**, Associate Professor of Law  
B.S., A.M., J.D., Boston College

**Rev. Hamish F. G. Swanston**, Assistant Professor of Theology  
A.B., A.M., M.Litt., Durham University; Ph.D., Canterbury University

**Francis W. Sweeney, S.J.**, Assistant Professor of English  
A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

**Felix F. Talbot, S.J.**, Assistant Professor of Theology  
A.B., A.M., Boston College; S.T.L., Weston College

**Peter S. H. Tang**, Professor of Political Science  
A.B., National Chengchi University; A.M., Ph.D., Columbia University



**Cecil F. Tate**, Assistant Professor of English  
A.B., University of Maryland; A.M., Ph.D., Emory University

**E. Dennis Taylor**, Assistant Professor of English  
A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Alan P. Thayer**, Lecturer of Administrative Sciences  
B.S., U.S. Military Academy; M.B.A., Harvard University

**Carl J. Thayer, S.J.**, Assistant Professor of Classical Studies  
A.B., A.M., Boston College

**Paul R. Thie**, Associate Professor of Mathematics  
B.S., Canisius College; Ph.D., University of Notre Dame

**Carolyn Thomas**, Associate Professor  
B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University;  
D.S.W., Smith College School for Social Work

**Yu-Chen Ting**, Professor of Biology  
A.B., National Honan University; M.S., University of Kentucky;  
M.S.A., Cornell University; Ph.D., Louisiana State University

**Jerome L. Toner, O.S.B.**, Visiting Professor of Management  
S.T.L., St. Martin's Seminary; B.S., University of Washington; M.A.,  
Ph.D., Catholic University of America

**Charles B. Toomey, S.J.**, Assistant Professor of Philosophy  
A.B., A.M., Boston College

**John R. Traska, S.J.**, Assistant Professor of Chemistry  
A.B., A.M., Boston College; Ph.D., Catholic University of America

**John F. Travers, Jr.**, Professor of Education  
B.S., M.Ed., D.Ed., Boston College

**Richard W. Tresch**, Assistant Professor of Economics  
A.B., Williams College; (cand.) Ph.D., Massachusetts Institute of  
Technology

**David P. Twomey**, Associate Professor of Law  
B.S., J.D., Boston College; M.B.A., University of Massachusetts

**Estelle Uckerman**, Instructor of Nursing  
B.S., M.S., Boston University

**Rein A. Uritam**, Assistant Professor of Physics  
A.B., Concordia College; A.B., Oxford University; A.M., Ph.D.,  
Princeton University

**William G. Valance**, Assistant Professor of Chemistry  
B.S., DePaul University; Ph.D., Northwestern University

**Rebecca M. Valette**, Professor of Romance Languages and Litera-  
tures; Director, Language Laboratory  
A.B., Mount Holyoke College; Ph.D., University of Colorado

**Ellen VanArsdale**, Instructor of Nursing  
B.S., University of Iowa; M.S., Boston College

**Frans Jozef van Beeck, S.J.**, Assistant Professor of Theology  
Ph.L., Beachmanianum; Ph.D., University of Amsterdam; S.T.L.,  
Canisianum

**L. Scott Van Doren**, Assistant Professor of History  
A.B., Oberlin College; A.M., Ph.D., Harvard University

**John E. Van Tassel**, Professor of Administrative Sciences  
B.S.B.A., A.M., Boston College; Ph.D., Harvard University

**Charles Vaughn**, Associate Professor of Management  
B.S., Kansas State Teachers College of Emporia; Ph.D., University  
of Chicago

**Jerry A. Viscione**, Assistant Professor of Finance  
B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

**George Vogel**, Professor of Chemistry  
B.S., D.Sc., Prague Technical Institute

**John M. vonFelsinger**, Professor of Psychology  
A.B., Kent State University; A.M., Ohio State University; Ph.D., Yale  
University

**Andrew J. Von Hendy**, Associate Professor of English; Chairman  
of the Department  
A.B., Niagara University; A.M., Ph.D., Cornell University

**Josephine von Henneberg**, Associate Professor of Fine Arts;  
Chairman of the Department  
Doctor in Letters, University of Rome

**Allen M. Wakstein**, Associate Professor of History; Assistant  
Chairman  
A.B., University of Massachusetts; A.M., Ph.D., University of Illinois

**Dorothy J. Walker**, Associate Professor of Nursing  
B.S., Louisiana State University; M.S., Ph.D., St. Louis University

**Anne R. Wallace**, Instructor of Nursing of Children  
B.S., M.S., Boston University

**George Wallace**, Instructor of Education  
B.S.Ed., M.Ed., University of Florida; (cand.) Ph.D., University of  
Georgia

**Robert B. Wallace**, Assistant Professor of Economics  
A.B., Miami University; Ph.D., Northwestern University

**Mrs. Nancy V. Wallwork**, Assistant Professor  
A.B., Smith College; M.S., Simmons College School of Social Work;  
Certificate of Advanced Study, Smith College School of Social  
Work; (cand.) Ph.D., The Florence Heller Graduate School for  
Advanced Studies in Social Welfare, Brandeis University

**John J. Walsh**, Professor of Education  
B.S., Boston College; A.M., Ph.D., University of Chicago

**Kenneth W. Wegner**, Associate Professor of Education  
B.S., M.Ed., D.Ed., University of Kansas

**Peter H. Weiler**, Assistant Professor of History  
A.B., Stanford University; A.M., Ph.D., Harvard University

**Alan Weinblatt**, Instructor of English  
A.B., New York University; A.M., (cand.) Ph.D., Harvard University

**Norman J. Wells**, Professor of Philosophy  
A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies;  
A.M., Ph.D., University of Toronto

**Frederick E. White**, Professor of Physics; Pre-Medical Advisor  
A.B., Boston University; Sc.M., Ph.D., Brown University

**Robert G. Williams**, Assistant Professor of Sociology  
A.B., St. Anselm's College; A.M., Boston College

**John B. Williamson**, Assistant Professor of Sociology  
B.S., Massachusetts Institute of Technology; Ph.D., Harvard Univer-  
sity

**William F. Willier**, Professor of Law  
A.B., University of Northern Iowa; J.D., State University of Iowa  
College of Law

**John R. Willis, S.J.**, Associate Professor of History  
A.B., Amherst College; B.D., Hartford Seminary; Ph.D., Yale Univer-  
sity

**Robert K. Woetzel**, Professor of International Politics and Law  
A.B., Columbia University; Ph.D., Oxford University; J.S.D., Bonn  
University; Certificate, Hague Academy of International Laws

**Geoffrey Woglom**, Instructor of Economics  
A.B., M.Phil., (cand.) Ph.D., Yale University

**Silas H. L. Wu**, Associate Professor of History  
A.B., National Taiwan University; A.B., University of California  
at Berkeley; A.M., Yale University; Ph.D., Columbia University

**William C. Yoels**, Assistant Professor of Sociology  
A.B., Queens College; A.M., Ph.D., University of Minnesota

**Chai Hyun Yoon**, Professor of Biology  
A.B., Alma College; Ph.D., Ohio State University

**William Youngren**, Associate Professor of English  
A.B., A.M., Ph.D., Harvard University

**Jeanne W. Yozell**, Field Work Assistant Professor; Student Train-  
ing Unit  
A.B., Connecticut College; M.S.W., Simmons School of Social Work

**Frederick J. Zappala**, Assistant Professor of Accounting  
B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A.,  
Massachusetts

**Georges Zayed**, Professor of Romance Languages and Literatures  
L.esL., M.esL., University of Cairo; Doctorat d'Etat, Sorbonne

**John L. Zimka**, Lecturer of Accounting  
B.S., A.M., New York University

**Hiller B. Zobel**, Professor of Law  
A.B., Harvard University; LL.B. Harvard Law School



# Description of Courses

## Biology (Bi)

An asterisk after a course title indicates that a course carries a laboratory fee.

### Bi 100 Survey of Biology I (F; 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Three lectures per week.

The Department

### Bi 102 Survey of Biology II (S; 3)

A continuation of Bi 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.

The Department

### Bi 104 Survey of the Genetics, Embryology, and Physiology of Reproduction (S; 1)

The genetic basis for determination of sex, and the embryonic development of sexual differentiation. Puberty and development to the adult male and female are discussed in terms of anatomy and physiology of hormone action. Discussions on behavioral manifestations of hormone action, menstruation, pregnancy, venereal disease and birth control. No previous science courses are required. One two-hour lecture per week for six weeks.

Jolone Solomon

### Bi 110 General Biology I (F; 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.

Mourice Liss

Jolone Solomon

### Bi 111 General Biology Laboratory I\* (F; 1)

Required of students taking Bi 110. One two-hour laboratory period per week.

James J. Gilroy

Jolone Solomon

### Bi 112 General Biology II (S; 3)

A continuation of Biology 110.

Wolter J. Fimion Jr.

James J. Gilroy

### Bi 113 General Biology Laboratory II\* (S; 1)

Required of all students taking Bi 112. One two-hour laboratory period per week.

Mourice Liss

### Bi 130 Anatomy and Physiology I (F; 3)

An introductory course presented from the homocentric point of view with the aim of correlating structure and function. Three lectures per week. Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

Peter Rieser

### Bi 131 Anatomy and Physiology Laboratory I\* (F; 1)

Dissection, the study of anatomical models, physiological experiments, and the microscopic examination of tissues. One two-hour laboratory period per week. To be taken in conjunction with Bi 130.

Peter Rieser

### Bi 132 Anatomy and Physiology II (S; 3)

A continuation of Bi 130.

Peter Rieser

### Bi 133 Anatomy and Physiology Laboratory II\* (S; 1)

A continuation of Bi 131.

Peter Rieser

### Bi 210 Introductory Biology I (F; 3)

Prerequisite: Ch 109-110.

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.

Moria L. Bode

Joseph A. Orlando

### Bi 211 Introductory Biology Laboratory I\* (F; 1)

One three-hour laboratory period per week. Required of all students taking Bi 210.

Morio L. Bode

Jolone Solomon

### Bi 212 Introductory Biology II (S; 3)

Prerequisite: Ch 109-110.

A continuation of Bi 210. Required for biology majors.

Maria L. Bode

Chai H. Yoon

### Bi 213 Introductory Biology Laboratory II\* (S; 1)

One three-hour laboratory period per week. Required of all students taking Bi 212.

Morio L. Bode

Jolone Solomon

### Bi 220 Microbiology (F; 2)

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles in nursing. Two lectures per week. Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

Elinor M. O'Brien

### Bi 221 Microbiology Laboratory\* (F; 1)

One two-hour laboratory period per week. To be taken in conjunction with Bi 220.

Elinor M. O'Brien

### Bi 300 Genetics (F,S; 3,3)

Prerequisite: Bi 210-212.

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors.

Yu-Chen Ting

Choi H. Yoon

### Bi 301 Genetics Laboratory\* (F,S; 1,1)

To be taken in conjunction with Bi 300. One three-hour laboratory per week. Required for biology majors.

Yu-Chen Ting

Choi H. Yoon

### Bi 310 Bacteriology (F,S; 3,3)

Prerequisites: Bi 210-212, Ch 231-232.

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals and man. Three lectures per week. Required for biology majors.

James J. Gilroy

Chester S. Stochow

### Bi 311 Bacteriology Laboratory\* (F,S; 1,1)

To be taken in conjunction with Bi 310. One three-hour laboratory per week. Required for biology majors.

James J. Gilroy

Chester S. Stochow

### Bi 406 Cell Biology (F; 3)

Prerequisite: Bi 210-212.

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Mourice Liss

### Bi 410 From Cells to Chromosomes (F; 3)

Prerequisites: Bi 210-212, Ch 109-110.

The cells and their organelles, with special emphasis on structural, functional and hereditary aspects. Three lectures per week.

Yu-Chen Ting



## 82 / Description of Courses

### BIOLOGY

#### **Bi 411 From Cells to Chromosomes Laboratory\*** (F; 1)

To be taken in conjunction with Bi 410. One three-hour laboratory period per week. Yu-Chen Ting

#### **Bi 420 Comparative Vertebrate Embryology** (S; 3)

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo. Three lectures per week. Walter J. Fimian, Jr.

#### **Bi 421 Comparative Vertebrate Embryology Laboratory\*** (S; 1)

One three-hour laboratory period per week. Required of all students in Bi 420. Wolter J. Fimian, Jr.

#### **Bi 430 Histology** (S; 3)

A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology and surgery. Three lectures per week. James H. Graham

#### **Bi 431 Histology Laboratory\*** (S; 1)

One three-hour laboratory period per week. Required of all students in Bi 430. James H. Groham

#### **Bi 440 Molecular Biology** (F; 3)

*Prerequisites:* Bi 210-212. Ch 231-232.

An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week. Donald J. Plocke, S.J.

#### **Bi 442 Principles of Ecology** (F; 3)

*Prerequisites:* Bi 210-212, Ch 109-110 or permission of instructor. Readings in and discussion of principles and concepts in modern ecological theory. Odum's Fundamentals of Ecology (3rd ed.) and selected papers from current literature will form the basis for discussion. Two seventy-five minute periods per week.

Maria L. Bade

#### **Bi 450 General Physiology** (F; 3)

The cell's organization. The cell's environment, including water, gases, temperature and pH. Exchange of materials across the cell membrane. Bioenergetics. Irritability and contractility. Three lectures per week. Francis L. Maynard

#### **Bi 451 General Physiology Laboratory\*** (F; 1)

One three-hour laboratory period per week for one semester. To be taken in conjunction with Bi 450. Francis L. Moynord

#### **Bi 454 Vertebrate Physiology** (S; 3)

A study of the basic principles of physiology, primarily as illustrated by the vertebrates, with emphasis on the physico-chemical aspects and homeostatic mechanisms of the functional systems. Three lectures per week. Francis L. Maynard

#### **Bi 455 Vertebrate Physiology Laboratory\*** (S; 1)

One three-hour laboratory period per week. To be taken in conjunction with Bi 454. Francis L. Moynard

#### **Bi 461-463 Undergraduate Research\*** (F, S; 3, 3)

*Prerequisite:* Permission of the chairman.

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

#### **Bi 465-467 Advanced Undergraduate Research\*** (F, S; 3,3)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the chairman.

The Department

#### **Bi 480 The Biosphere** (S; 3)

*Prerequisite:* Ch 231.

A study of how living matter is maintained by the interaction of energy and chemical cycles. The importance of photosynthesis, respiration, nitrogen fixation and other life sustaining processes will be discussed. Three lectures per week. Joseph A. Orlando

#### **Bi 490 Tutorial in Biology** (F, S; 3, 3)

*Prerequisite:* Permission of the instructor and chairman.

A directed study through assigned readings and discussions of various areas of the biological sciences. The Department

#### **Bi 500 Introduction to Biochemistry I** (F; 3)

*Prerequisite:* Ch 231-232.

A study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures per week. Joseph A. Orlando

#### **Bi 501 Introduction to Biochemistry Laboratory I\*** (F; 1)

One three-hour laboratory period per week. To be taken in conjunction with Bi 500. Joseph A. Orlando

#### **Bi 502 Introduction to Biochemistry II** (S; 3)

A continuation of Biology 500.

Chester S. Stachow

#### **Bi 503 Introduction to Biochemistry Laboratory II\*** (S; 1)

One three-hour laboratory period per week. To be taken in conjunction with Bi 502. Chester S. Stachow

#### **Bi 510 General Endocrinology** (S; 4)

*Prerequisite:* Consent of instructor.

A study of the phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week. Jolane Solomon

#### **Bi 520-522 Human Physiology** (F, S; 3,3)

The function of human organs and systems with special emphasis on regulatory mechanisms. Primarily for graduate nurses; others are admitted only with the consent of the instructor. Two lectures per week. Francis L. Maynard

#### **Bi 530 Seminar in Evolution** (S; 2)

*Prerequisite:* Permission of the instructor.

The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life. Offered annually to undergraduates, triennially to graduate students. 1973-1974. William D. Sullivan, S.J.

#### **Bi 531 Evolution Seminar Workshop** (S; 1)

Required of all undergraduate students enrolled in Bi 530.

William D. Sullivan, S.J.

#### **Bi 532 Seminar in Carcinogenesis** (F, S; 1,1)

Various biochemical, immunochemical and therapeutic studies will be reviewed. William D. Sullivan, S.J.

#### **Bi 534 Advanced Topics in Cells and Molecules** (S; 3)

*Prerequisite:* Bi 500-502, prior or concurrently.

Selected aspects of biochemistry, immunology, and cell biology. Two seventy-five minute seminars per week. Maurice Liss

#### **Bi 610 Cell Physiology** (F; 4)

*Prerequisites:* Ch 101-102, knowledge of calculus and consent of the instructor.

Two lectures per week on the structure and functions of the cell membrane, exchange of materials between the cell and its environment, physical manifestations of energy transduction in axons and muscle fibers, cell growth and cell division. One seminar per week on the regulation of metabolism, sequence coding and macromolecular synthesis in cells of higher organisms. Peter Rieser

#### **Bi 630 Molecular Basis of Heredity** (S; 4)

*Prerequisite:* Bi 300 or equivalent.

A study of recent literature in genetics at molecular level. Gene-enzyme-gene-peptide; gene-DNA-RNA relationship. Replication of DNA, genetic codes and fine structures of chromosomes are discussed. Two two-hour lectures per week. Choi H. Yoon

#### **Bi 710 Radiation Biology and Isotope Methodology** (F; 2)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Two lectures per week.

Walter J. Fimion, Jr.



**Bi 711 Laboratory in Radiation Biology and Isotope Methodology\* (F; 2)**

One four-hour laboratory period per week. To be taken in conjunction with Bi 710. *Wolter J. Fimion, Jr.*

**Bi 732 Biology of Cell Cycle (F; 2)**

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed. Two lectures per week. *William D. Sullivan, S.J.*

**Bi 733 Laboratory in Cell Cycle (F; 2)**

Radioautographic determinations of the cell cycle will be experimentally investigated. To be taken only in conjunction with Bi 732. *William D. Sullivan, S.J.*

**Bi 742 Biology of Ultrastructure (S; 2)**

The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultrastructural changes during the cell cycle and division will be discussed. Two lectures per week. *William D. Sullivan, S.J.*

**Bi 743 Laboratory in the Biology of Ultrastructure (S; 2)**

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs. To be taken only in conjunction with Bi 742. *William D. Sullivan, S.J.*

**Bi 750 Bacterial Physiology and Metabolism (F; 3)**

*Prerequisite:* Bi 500-502, and Bi 310 or consent of the instructor. A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week. *James J. Gilroy*

**Bi 760 Biochemical Control Mechanisms (S; 3)**

*Prerequisite:* Bi 500-502. Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week. *Chester S. Stochow*

**Bi 770 Biological Statistics (S; 2)**

Probability, chi-square, T-distribution and Poisson distribution are discussed. Also various correlations. Two lecture periods per week. Offered biennially, 1974-1975. *Choi H. Yoon*

**Bi 799 Readings and Research (F,S; 3,3)**

By arrangement *The Department*

**Bi 801 Thesis Seminar (F,S; 3,3)**

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. By arrangement *The Department*

**Bi 802 Thesis Direction\* (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed. By arrangement *The Department*

**Bi 814 Seminar in Bacterial Metabolism (F; 1)**

Special topics in Bacterial Metabolism. Offered triennially, 1974-1975. *James J. Gilroy*

**Bi 816 Seminar in Metabolic Interrelations (F; 1)**

A study of metabolism on the cellular, tissue and organism levels. Offered triennially, 1974-1975. *Joseph A. Orlando*

**Bi 820 Seminar in Cytogenetics (F; 2)**

*Prerequisites:* One course each in cytology and genetics or with the consent of the instructor. Discussions on current developments in cytogenetics. Offered triennially, 1973-1974. *Yu-Chen Ting*

**Bi 828 Seminar on the Functional Role of Metals in Biological Systems (F; 2)**

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships. Offered triennially, 1973-1974. *Donold J. Plocke, S.J.*

**Bi 836 Seminar in Radiation Biology (F; 1)**

*Prerequisite:* Bi 710. Modern aspects and research in biological mechanism effected by total body and localized exposure to ionizing radiation. Offered triennially, 1975-1976. *Wolter J. Fimion, Jr.*

**Bi 840 Seminar in the Cell Physiology of Development (F; 1)**

An introduction to developmental biology at the cellular level. Offered triennially, 1974-1975. *Peter Rieser*

**Bi 844 Seminar in Heredity (S; 1)**

Discussion of current topics in genetics. Offered triennially, 1975-1976. *Choi H. Yoon*

**Bi 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S; 2)**

Study of recent advances in bacteriophage, genetics and replication. Offered triennially, 1974-1975. *Chester S. Stochow*

**Bi 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Chemistry (Ch)

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

**Ch 101 Fundamentals of Chemistry (F; 3)**

*Prerequisite:* one year of high school chemistry. A course designed primarily for students interested in a career in nursing. The course treats basic chemical concepts and principles to help form a better understanding of vital processes and clinical applications. The course is applicable to the University Core requirement. Corequisite Ch 103. *Timothy E. McCorthy*  
*John R. Trzosko, S.J.*

**Ch 102 Fundamentals of Organic Chemistry (S; 3)**

*Prerequisite:* Ch 101. This course continues the treatment of basic chemical concepts and principles of importance in nursing. It deals with organic and biochemistry including a study of the structures, reactions, and metabolisms of proteins, carbohydrates and lipids. The course is applicable to the University Core. Corequisite Ch 104. *Timothy E. McCorthy*  
*John R. Trzosko, S.J.*

**Ch 103 Fundamentals of Chemistry Laboratory\* (F; 0)**

Laboratory required of all students enrolled in Ch 101. One two-hour period per week. *Timothy E. McCorthy*  
*John R. Trzosko, S.J.*

**Ch 104 Fundamentals of Organic Chemistry Laboratory\* (S; 0)**

Laboratory required of all students enrolled in Ch 102. One two-hour period per week. *Timothy E. McCorthy*  
*John R. Trzosko, S.J.*



## 84 / Description of Courses

### CHEMISTRY

#### Ch 105-106 Chemistry and Society (F, S; 3, 3)

A course designed exclusively for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is required and the use of mathematics is minimal. No laboratory required. The course is applicable to the University Core requirement.

Irving J. Russell

#### Ch 109-110 General Chemistry (F, S; 3, 3)

Prerequisite: one year of high school chemistry.

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisite Ch 111-112.

Donald I. MocLean, S.J.

Robert F. O'Molloy

John R. Trzosko, S.J.

#### Ch 111-112 General Chemistry Laboratory\* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 109-110. One three-hour period per week.

Donald I. MocLean, S.J.

Robert F. O'Molloy

John R. Trzosko, S.J.

#### Ch 117-118 Principles of Chemistry (F, S; 3, 3)

Prerequisites: one year each of high school chemistry and physics. Physical principles of chemistry and their applications will be stressed, with emphasis on molecular structure, spectroscopy, thermodynamics and equilibria. Enrollment is determined by the Department. The course is applicable to the University Core requirement. Corequisite Ch 119-120.

Jeong-long Lin

#### Ch 119-120 Principles of Chemistry Laboratory\* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 117-118. One three-hour period per week.

Jeong-long Lin

#### Ch 231-232 Organic Chemistry (F, S; 3, 3)

Prerequisites: Ch 109-110 or Ch 117-118.

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stresses throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite Ch 233-234.

O. Francis Bennett

T. Ross Kelly

George Vogel

#### Ch 233-234 Organic Chemistry Laboratory\* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 231-232. One four-hour period per week.

O. Francis Bennett

T. Ross Kelly

George Vogel

#### Ch 341 Determination of Organic Structures (F; 4)

Prerequisite: Ch 231-232.

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 343.

Joseph Bornstein

#### Ch 343 Determination of Organic Structure Laboratory\* (F; 0)

Laboratory required of all students enrolled in Ch 341. Two four-hour laboratory periods per week.

Joseph Bornstein

#### Ch 351-352 Analytical Chemistry (F, S; 4, 4)

A study of the fundamental chemical laws and the theory of solutions as applied to analytical chemistry. Volumetric and gravimetric methods will be emphasized in the first semester and instrumental procedures in the second semester. Corequisite Ch 353-354.

E. Joseph Billo

#### Ch 353-354 Analytical Chemistry Laboratory\* (F, S; 0, 0)

Laboratory required of all students enrolled in Ch 351-352. One four-hour period per week.

E. Joseph Billo

#### Ch 471-472 Introductory Physical Chemistry (F, S; 3, 3)

Prerequisites: Ch 109-110, Mt 100-101, Ph 211-212.

A two-semester course for those not planning a career in chemistry. Topics treated include thermodynamics, kinetic theory and quantum mechanics with applications to systems of interest.

William G. Volonce

#### Ch 475 Physical Chemistry I: Thermodynamics (F; 3)

Prerequisites: Ch 231-232, Mt 200-201, Ph 211-212.

An introduction to thermodynamics and electrochemistry with application to current problems in chemistry and biology.

V. Subrahmanyom

#### Ch 476 Physical Chemistry II: Structure (S; 3)

Prerequisite: Ch 475.

An introduction to quantum mechanics and atomic and molecular spectroscopy with application to current problems in chemistry and biology.

V. Subrahmanyom

#### Ch 478 Physical Laboratory I\* (S; 1)

Laboratory required of all students enrolled in Ch 476. One four-hour laboratory per week.

V. Subrahmanyom

#### Ch 520 Principles of Inorganic Chemistry (S; 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

Robert F. O'Molloy

#### Ch 522 Inorganic Chemistry Laboratory\* (S; 3)

A course in inorganic synthesis including characterization of the products.

Robert F. O'Molloy

#### Ch 531 Advanced Organic Chemistry I (F; 3)

A detailed discussion of structure and mechanism in organic chemistry. Stereochemistry, spectral data interpretation, intermediates (carbonium ions, carbanions, carbenes and radicals) and orbital symmetry correlations are considered.

George Vogel

#### Ch 532 Chemistry of Macromolecules (S; 3)

The fundamental chemistry, properties, and importance of synthetic and naturally occurring macromolecules will be covered. Materials of biological interest will be included.

O. Francis Bennett

#### Ch 534 Organic Synthesis (S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Joseph Bornstein

#### Ch 536 Organic Synthesis Laboratory\* (S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week.

Joseph Bornstein

#### Ch 538 Pharmaceutical and Medicinal Chemistry (S; 3)

Prerequisites: Ch 231 and 233.

A general introduction to this area of chemistry including the design and development of new pharmaceuticals and the effect of molecular structure on drug activity.

T. Ross Kelly

#### Ch 551 Advanced Analytical Chemistry (F; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultra-violet, visible, infrared and NMR spectrometry, x-ray methods, mass spectrometry, electroanalytical methods and gas chromatography. Application of these techniques to problems of chemical analysis, and to the determination of structure of inorganic and organic molecules. Three lectures and one four-hour laboratory per week. May not be taken without Ch 553.

E. Joseph Billo



**Ch 553 Advanced Analytical Chemistry Laboratory\* (F; 0)**

Laboratory required of all students enrolled in Ch 551.

*E. Joseph Billo*

**Ch 562 Biochemistry (S; 3)**

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds, and the recent theories relative to the chemistry of the living cell.

*Timothy E. McCorthy*

**Ch 571 Physical Chemistry III: Dynamics (F; 3)**

An introduction to statistical thermodynamics and chemical kinetics with application to current problems in chemistry and biology.

*William G. Volonce*

**Ch 572 Quantum Chemistry and Molecular Structure (S; 3)**

A development of the principles of quantum chemistry as they apply to inorganic and organic chemistry. Emphasizes the use of molecular orbital method and includes a discussion of group theory.

*Jeong-long Lin*

**Ch 573 Physical Chemistry Laboratory II\* (F; 1)**

Laboratory required of students enrolled in Ch 571. One four-hour laboratory per week.

*William G. Volonce*

**Ch 576 Nuclear and Radiochemistry (S; 4)**

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields, especially the environmental sciences. Corequisite Ch 578.

*Irving J. Russell*

**Ch 578 Nuclear and Radiochemistry Laboratory\* (S; 0)**

Laboratory required of all students enrolled in Ch 576. One four-hour period per week.

*Irving J. Russell*

**Ch 591-592 Introduction to Chemical Research (F, S; 3, 3)**

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department*

**Ch 721 Advanced Inorganic Chemistry I (F; 3)**

A detailed discussion of the main group elements with emphasis on the periodic relationships, structural aspects and bonding.

*Robert F. O'Malley*

**Ch 722 Advanced Inorganic Chemistry II (S; 3)**

A detailed discussion of the chemistry of the transition elements with emphasis on the structure, bonding and spectroscopic properties of their compounds.

*E. Joseph Billo*

**Ch 731 Advanced Organic Chemistry II (F; 3)**

A physical chemical approach to organic chemistry. The principles of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships.

**Ch 732 Advanced Organic Chemistry III (S; 3)**

An introduction to the chemistry of compounds with transition metal-carbon bonds. Recent developments in structure and dynamics will be stressed.

**Ch 771 Advanced Physical Chemistry I, Dynamics (F; 3)**

The principles of thermodynamics and statistical mechanics will be covered with applications to molecular systems and to chemical reactions. Experimental aspects of gas phase and solution kinetics will be reviewed.

**Ch 772 Advanced Physical Chemistry II, Structure (S; 3)**

The principles of quantum mechanics will be covered with applications to atomic and molecular structure and to chemical bonding. The theory will be applied to the interpretation of chemical kinetics.

**Ch 799-800 Reading and Research\* (F, S; 2 or 3, 2 or 3)**

A course required of Ph.D. matriculates for each semester on The Department research.

**Ch 801 Thesis Seminar\* (F, S; 3, 3)**

A research problem, requiring a thorough literature search, and an original investigation under the guidance of a faculty member.

*The Department*

**Ch 802 Thesis Direction\* (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

*the Department*

**Ch 821 Inorganic Chemistry Seminar I (F; 3)**

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will also participate.

*Robert F. O'Malley*

**Ch 822 Inorganic Chemistry Seminar II (S; 3)**

A continuation of Ch 821 with topics in nuclear and radiochemistry included.

*E. Joseph Billo*

**Ch 831 Organic Chemistry Seminar I (F; 3)**

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.

*O. Francis Bennett*

**Ch 832 Organic Chemistry Seminar II (S; 3)**

A continuation of Ch 831.

*George Vogel*

**Ch 871 Physical Chemistry Seminar I (F; 3)**

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in physical chemistry. Discussions of research in progress in the Department will be included.

*V. Subrahmanyam*

**Ch 872 Physical Chemistry Seminar II (S; 3)**

A continuation of Ch 871. More than one section of this seminar may be organized, each around a different area.

*André J. de Béthune*

**Ch 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Classical Studies (Cl)

**Cl 010-011 Elementary Latin (F, S; 3, 3)**

An intensive introduction; no previous knowledge of Latin required. Those who complete the course with distinction will have acquired the necessary preparation to go directly into upper-division Latin electives.

*Robert Renchon*

**Cl 020-021 Elementary Greek (F, S; 3, 3)**

This course introduces students to Attic Greek with a view to early reading of connected prose.

*Carl J. Thayer, S.J.*

**Cl 050 Intermediate Latin (F; 3)**

The course aims at facility in using Latin through intensive grammar review and reading of selected prose texts of moderate difficulty. It is designed for students who have had one year of college or two-three years of high school Latin. Successful completion of this course qualifies one for upper division electives in Latin.

*Dovid Gill, S.J.*



## 86 / Description of Courses

### CLASSICAL STUDIES

#### Cl 052-053 Intermediate Greek (F, S; 3, 3)

Attic prose authors of moderate difficulty, such as Plato and Demosthenes, are studied. Carl J. Thoyer, S.J.

#### Cl 202-203 (EN 223-224) Greek Drama in Translation (F, S; 3, 3)

A reading of Greek dramatic authors in English translation with study of literary, historical, mythological and philosophical questions relevant to them. Carl J. Thayer, S.J.

#### Cl 217 (EN 217) The Ancient Epic (S; 3)

A reading in translation of Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*. Lectures and discussion. Eugene Bushalo

#### Cl 327 Sallust (S; 3)

A study of the *Jugurtha* and the *Cotiline* with special reference to the partisan politics of the First Century B.C. Provision will be made for students who would like to take the course in translation. Dovid Gill, S.J.

#### Cl 329 Seneca (F; 3)

A study, in Latin, of selected Epistles. T. P. O'Malley, S.J.

#### Cl 340-341 Greek Lyric Poetry (F, S; 3, 3)

A careful reading of the most important remains of the Greek lyric poets, with special attention to poetic diction and metre. Poets to be studied include Archilochus, Alcman, Mimnermus, Solon, Sappho, Alcaeus, Anacreon, Theognis, Simonides, Bacchylides, Pindar. The creative continuity of the Homeric tradition in these poets will be stressed. Robert Renehon

#### Cl 345 (Th 418) Highlights of Mediaeval Latin Literature (F; 3)

This course is designed to promote communication with the most significant Latin writers of the Middle Ages, and to underline their influence upon the development of vernacular Romance literature. Readings will be selected from the following categories: Classical heritage of the Middle Ages; Allegory and Learning; Lyric Poetry; Theological Literature. Margaret Schatkin

#### Cl 347 (Th 299) New Testament Greek (F; 3)

Rapid reading and translation of the Greek New Testament. Study of New Testament syntax, and of the koine and its place in the historical development of the Greek language. Use of tools for translation and exegesis; elements of textual criticism. Margoret Schotkin

#### Cl 361-362 (Hs 161-162) History of Greece (F, S; 3, 3)

A new synthesis, incorporating new discoveries in archaeology. Slides with lectures. Readings largely in the sources (but the Greek language is not required), with museum trips and an exhibition in the Bapst Library. Open to all undergraduates (other courses in Greek History will not be duplicated). First semester: Bronze Age through the Persian Invasion. Second semester: Athenian Empire to Augustus. Either half can be taken separately, but the two halves are planned to make a whole in which both halves are essential. Sterling Dow

#### Cl 390 Readings and Research in Classics (F, S; 3, 3)

By arrangement Carl J. Thoyer, S.J.

#### Cl 395 (Th 395) Greek & Roman Religion (F, S; 3, 3)

The course aims at a study of those aspects of Ancient Greek and Roman religion which are most directly relevant for an understanding of the milieu of Early Christianity. What were the principal (Pagan) religious ideas and practices of the first, second and third centuries B.C. and A.D.? What were their origins and their meaning for the average man? What was their future? How are we to understand such things as Polytheism, Mystery Religions, the Persecutions of the Christians, Roman State Religion, etc. Dovid Gill, S.J.

#### Cl 401-402 Greek Historians (F, S; 3, 3)

Reading and discussion of selections from the principal Greek Historians: Herodotus, Thucydides, and Xenophon. Discussion will center on questions of the origins, methods and rationale of history-writing among the Greeks. Provision will be made for students who would like to take the course in translation. Dovid Gill, S.J.

#### Cl 405 Homer's *Iliad* (F; 3)

A reading, in Greek, of several books of the *Iliad*, the amount dependent on the student's experience and needs, and a consideration of significant studies on Homer. Eugene Bushalo

#### Cl 406 Vergil's *Aeneid* (F; 3)

A reading, in Latin, of Books I, II, IV, and either VI, or XII, and a consideration of recent critical literature on the *Aeneid*. Eugene Bushalo

#### Cl 407 Selected Greek Plays (S; 3)

A reading in Greek of three plays (Euripides, Aristophanes, and Menander) and a general consideration of the three genres of Tragedy, Old Comedy, and New Comedy. Eugene Bushalo

#### Cl 408 Catullus (S; 3)

A reading of all the poems of Catullus. Eugene Bushalo

#### Cl 410-411 Plato: The Later Period (F, S; 3, 3)

Reading (in translation) and discussion, of the Dialogues subsequent to *Republic* from *Theoetetus* to *Laws*. Special provision will be made for those who wish to read Plato's Greek. Joseph Maguire

#### Cl 601 A Colloquium on the Acts of the Apostles (F; 3)

The format will be that of an informal seminar. Discussion will center on *Acts* in its historical setting, and an attempt will be made to bring to bear findings from both the Classical and Biblical areas. Dow, Gill, O'Molloy, Renehon

#### Cl 790-791 Readings and Research in Classical Studies

(F, S; 3, 3) The Department

#### Cl 801 Thesis Seminar (F, S; 3, 3)

A research course under the guidance of a faculty member. The Department

#### Cl 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed. The Department

## Economics (Ec)

Normally, students must take both Ec 131 and Ec 132 before taking any other Economics courses. Exceptions are Ec 221, Ec 341, and Ec 342, for which there are no prerequisites. Ec 131 and Ec 132 are offered in both semesters and may be taken in either order.

#### Ec 131 Principles of Economics – Micro (F, S; 3)

This course deals with determination of prices, output, and income distribution through the interaction of households and business firms in a free enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to current economic problems. The Department

#### Ec 132 Principles of Economics – Macro (F, S; 3)

This course introduces the student to an analysis of the determination of the level of income and employment, fluctuations in income, monetary and fiscal policy, inflation, and growth. Particular attention will be paid to problems of wage and price control in the U.S. economy. The Department

#### Ec 175 The Environment I: An Interdisciplinary Approach (F; 3)

This course is designed as an introductory course for students who wish to participate in the Environmental Concentration offered by the Boston College Environmental Center. The course will be team taught by an economist, a lawyer, a natural scientist and a social planner. Emphasis will be on the skills and methods which diverse disciplines bring to the solution of environmental problems and the manner in which these disciplines must interact to effect solutions. James W. Skehon, S.J.

William J. Duffy

Colcolm FitzPatrick

William F. M. Hicks



**Ec 176 The Environment II: (S; 3)**

A continuation of Ec 175. A greater emphasis will be placed on examining specific environmental problems in the New England area.

**Ec 201 Microeconomic Theory (F, S; 3)**

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

The Department

**Ec 202 Macroeconomic Theory (F, S; 3)**

This course intends to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models.

The Department

**Ec 203 Analytical Microeconomic Theory (F; 3)**

A more intensive analytical treatment of the same material presented in Ec 201. Some mathematical tools will be developed as needed. Highly recommended for students interested in doing graduate work in economics.

David A Belsley

**Ec 204 Analytical Macroeconomic Theory (S; 3)**

A more intensive analytical treatment of the same material presented in Ec 202. Some mathematical tools will be developed as needed. Highly recommended for students interested in doing graduate work in economics.

Ann F. Friedlaender

**Ec 205 Math Micro (S; 3)**

A mathematical approach to the same topics as presented in Ec 201 or Ec 203. Students taking this course must have had calculus. Recommended for mathematics majors and for economics majors with good backgrounds in mathematics.

The Department

**Ec 206 Math Macro (F; 3)**

A mathematical approach to the same topics as presented in Ec 202 or Ec 204. Students taking this course must have had calculus. Recommended for mathematics majors and for economics majors with good backgrounds in mathematics.

The Department

**Ec 221 Economic Statistics (F, S; 3)**

Probability, random variables, sampling distribution, estimation of parameters, tests of hypotheses, regression as applied to economic models. This is a self-contained course in statistical inference as applied to economics.

Horold Petersen

**Ec 227 Econometrics I: Probability and Statistics (F; 3)**

*Prerequisite:* Calculus

This course presents the statistical background required as an introduction to the study of Econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

Morvin Krous

**Ec 228 Econometrics II (S; 3)**

*Prerequisite:* Ec 227 or its equivalent. Ec 221 is not sufficient for this purpose.

A development of the analytical techniques for the statistical measurement and testing of theoretical economic relationships. The course begins with a review of the methods and problems associated with simple and multiple linear regression and includes a consideration of modern methods of estimating the parameters of equations in simultaneous economic models.

Morvin Kraus

**Ec 298 Senior Honors Thesis (F; 3)**

The student works under the direction of an individual professor.

The Department

**Ec 299 Independent Study (F, S; 3)**

The student works under the direction of an individual professor.

The Department

**Un 201 The Study of Urbanization and Urban Life (F; 3)**

*Prerequisite:* Junior level and the completion of the core requirements in History and Social Science. Also, completion of one urban course selected from one of the Social Sciences.

An interdisciplinary course, led by a team of social scientists, which seeks to introduce the student to the questions, approaches, and analytical tools of the social science and other disciplines in the study of the process of urbanization, the nature of urban change, and the structure, conditions, consequences, and prospect of urban life.

Robert B. Wallace  
and others

**Ec 322 American Economic History (S; 3)**

Study of the causes and social and institutional consequences of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered.

James E. Anderson

**Ec 333 History of Economic Thought (F, S; 3)**

This course surveys the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socioeconomic and intellectual background of their times.

Robert J. Cheney, S.J.

**Ec 340 Labor Economics (F; 3)**

Critical issues in labor economics will be examined against a background of study of the institutions of collective bargaining and the economics of wages and employment. Insights into the collective bargaining process and the determinants of wages and employment will be applied to three current problems; technological change, unemployment and the disadvantaged worker, and the impact of collective bargaining on wages.

Francis M. McLaughlin

**Ec 341 The Consumer Revolution in the World Economy (F; 3)**

Case studies in the Consumer Revolution: the objectives, methods, and effects of the Consumer Revolution in selected areas and industries, e.g., automobiles, credit, health care, food.

Robert J. McEwen, S.J.

**Ec 342 Seminar on Government Consumer Protection Activities (S; 3)**

The role of national and local governments in consumer protection, U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare.

Robert J. McEwen, S.J.

**Ec 345 Economic Analysis and Public Policy (F; 3)**

In the first part of this course the principles economists use to judge the results of market processes for social welfare will be studied. In the second part of the course these principles will be utilized to analyze a current policy problem in the area of educational reform.

Geoffrey Woglom

**Ec 353 Industrial Organization – Competition and Antitrust (S; 3)**

*Prerequisite:* Ec 201 or Ec 203 or Ec 205 or permission.

An analysis of the relationship of market structures to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

H. Michael Mann

**Ec 354 Industrial Organization – Public Regulation (S; 3)**

Analysis of industries in which direct regulation or public ownership has been the chief form of government intervention. Emphasis in economic features of each market which condition form and effectiveness of regulation. Probable case studies: pipelines, telephone service, electric power, communications satellites, crude oil, and television.

H. Michael Mann



## 88 / Description of Courses

### ECONOMICS

#### **Ec 357 Political Economics I (F; 3)**

An investigation of the distribution of economic and political power in America will be undertaken. The course begins with an inquiry into conservative, liberal, and radical economic perspectives, continues with an empirical study of social class and economic power, investigates corporate wealth and ownership, and finally concludes with a discussion of the role of the state under modern capitalism. *Barry Bluestone*

#### **Ec 358 Topics in Modern Political Economics (S; 3)**

*Prerequisite:* Ec 357 or permission of the Instructor.

An in-depth political economic investigation of up to five of the following topics in political economics: foreign policy and imperialism, poverty and labor markets, education, discrimination and racism, women's liberation and sexism, health care, the environment, militarism, taxation, and the urban crisis. *Borrry Bluestone*

#### **Ec 361 Money and Banking (F, S; 3)**

*Prerequisite:* Ec 202 or Ec 204 or Ec 206 or permission.

This course analyzes the fundamentals of the banking systems and deposit creation, the organization and the operation of the Federal Reserve System, and the central bank monetary policy. *The Deportment*

#### **Ec 366 Public Finance (S; 3)**

*Prerequisite:* Ec 201 or Ec 203 or Ec 205 or concurrent.

An analysis of federal, state, and local government expenditures to provide goods and services, and to affect the allocation of resources by the private sector; criteria for public investment; alternative methods of financing government expenditures with emphasis on problems of state and local governments. The analysis will stress current U.S. problems. *Richard W. Tresch*

#### **Ec 367 Inflation and Unemployment (S; 3)**

This course will examine the problems government faces in trying to maintain a stable price level at full employment. The social costs of unemployment and inflation, the "new" theories of inflation and the Phillips curve, and the role of wage and price guideposts and controls for government stabilization policy are the major topics to be covered. *Geoffrey Woglom*

#### **Ec 371 International Economics (F; 3)**

*Prerequisite:* Micro and Macro are suggested.

Covers both macro and micro topics in international economics. The former includes balance of payments adjustment models, the theory of macro policy-making in the open economy, and reform of the international monetary system. The latter includes fundamental determinants of trade, economic welfare and trade, the theory of commercial policy, and the interaction of trade and economic growth. *James E. Anderson*

#### **Ec 373 International Economics (S; 3)**

This course applies microeconomics to the pure theory of trade and macroeconomics to capital movements, the balance of payments, and the international monetary system. The issue of tariffs and quotas versus free trade is considered in light of U.S. policy, economic integration is examined with the Common Market as a model, and attention is given to problems of exchange rates and proposals for reform of the international monetary system. *John J. Murphy, S.J.*

#### **Ec 375 Economic Development (F; 3)**

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policy makers in these countries. *Francis M. McLoughlin*

#### **Ec 376 Labor Problems in Economic Development (S; 3)**

This course will concentrate on labor's role in the process of economic development. Special attention will be given to such topics as unemployment, labor migration, wage determination, labor force participation, the occupational and industrial composition of the labor force, manpower planning, and the role of labor organization. *Francis M. McLoughlin*

#### **Ec 380 Capital Theory and Finance (F; 3)**

*Prerequisite:* Ec 201 or Ec 203 or Ec 205 and Ec 221 or Ec 227 or with permission.

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates. *Horold Petersen*

#### **Ec 383 Seminar in the Economics of Human Resources I (F; 3)**

*Prerequisites:* Ec 201 or Ec 203 or Ec 205. Seminar is open to graduate students and to senior undergraduates majoring in Economics.

The seminar will provide an integrated treatment of the field, including (a) theories of investment in human resources, empirical tests and applications to the planning of education and health services; (b) analysis of the distributional impact of human investment activities; (c) principles of social cost-benefit analysis and application to selected program and policy areas in education and health. Seminar meetings will include presentations by students, sponsoring faculty and invited specialists. A substantial research paper is expected of students taking the seminar for credit.

#### **Ec 384 Seminar in the Economics of Human Resources II (S; 3)**

*Prerequisites:* Ec 383 and Ec 201 or Ec 203 or Ec 205.

Seminar is open to graduate students and to senior undergraduates majoring in Economics.

Continuation of Ec 383.

#### **Ec 394 Economic Problems of the City (F, S; 3)**

The problems that are unique to the city, as opposed to the region or the nation, will be identified and examined. Attention will be given to income maintenance, housing, city finance, intra-metropolitan location of residential and business activity, and provision of local government services. *Robert B. Wolloce*

#### **Ec 397 Soviet Economic System (F; 3)**

Analysis of factors determining the rate of growth of the Soviet economy and of methods used by Soviet planners in mobilizing resources and in their allocation. Special attention is given to recent reforms of managerial incentives and to the operational efficiency of the Soviet economy. *Leon Smolinski*

#### **Ec 398 Comparative Economic Systems (S; 3)**

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic systems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare. *Leon Smolinski*

## GRADUATE PROGRAM

### Section I – First Year Program

#### **Ec 701 Economic Theory – Micro-Economics (F; 3)**

Theory of production; equilibrium of the firm and the industry; market structures, the pricing of factors of production. *Morvin Krous*

#### **Ec 702 Economic Theory – Micro-Economics (S; 3)**

*Prerequisite:* Ec 701 or its equivalent.

Analysis of consumer behavior; general equilibrium analysis; introduction to welfare economics; input-output and linear programming models. *Morvin Krous*

#### **Ec 703 Economic Theory – Macro-Economics (F; 3)**

The course is an examination of economic inference in macro-economic analysis. The assumptions that underlie any model of aggregative behavior are discussed. The importance of these underlying assumptions for the predictions of a model is illustrated by an examination of the underlying assumptions of classical, Keynesian, and monetarist models. Also, the implications of recent developments in the theories of the consumption function, investment function, asset markets and portfolio selection, and labor markets for the structural equations of aggregative models are discussed. Finally, the course examines the relationship between aggregative models and microeconomic analysis. Particular emphasis is given to recent attempts to interpret Keynesian analysis as a description of the disequilibrium process of microeconomic behavior. *Geoffrey Woglom*



**Ec 704 Economic Theory – Macro-Economics (S; 3)**

Prerequisite: Ec 703 or its equivalent.

Continuation of Ec 703.

Geoffrey Woglom

**Mathematics for Economists****Ec 711 Mathematics for Economists I (F; 3)**

1 - Introductory analysis of real valued functions of one variable: function concept, lines, derivatives, maxima and minima, integrals, logarithmic and exponential functions. 2 - Arithmetic of matrices and determinants. 3 - Elementary economic applications.

Steven Beggs

**Ec 712 Mathematics for Economists II (S; 3)**

Prerequisite: Ec 711 or its equivalent.

1 - Calculus of vector functions treating (a) differential calculus: partial derivatives, jacobians, differentials, maxima and minima of functions of several variables. Lagrange multipliers, implicit and inverse function theorem and (b) integral calculus: multiple and iterated integrals. 2 - Linear algebra; theory of linear spaces and linear transformations. 3 - Difference and differential equations. 4 - Applications in mathematical economics.

Steven Beggs

**Statistics****Ec 723 Statistics – Foundations (F, S; 6)**

Prerequisite: Ec 711 or its equivalent.

Probability, sampling distributions, introduction to stochastic processes, decision theory, statistical problems of point and interval estimation and hypothesis testing.

William J. Duffy

**Ec 724 Statistics – Regression Analysis (F; 3)**

Prerequisite: Ec 723.

Review of probability, estimation, and inference: regression analysis, econometric problems and techniques. Designed to enable students to interpret quantitative results and to recognize problems in their own quantitative work.

Steven D. Beggs

**Section II – Advanced Courses****Ec 801 Economic Theory – Advanced Microeconomics (S; 3)**

Advanced seminar in which mathematical methods are used to analyze current issues in price theory such as the regulation of monopoly, the theory of urban land rent and highway congestion.

John G. Riley

**Ec 803 Economic Theory – Advanced Capital Theory (F; 3)**

Dynamic equilibrium in "linear" economies – the non-substitution theorem, reswitching, the Cambridge-Cambridge controversy, maximal growth, turnpike theorems.

John G. Riley

**Ec 880 Capital Theory and Finance (F; 3)**

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates.

Horold Petersen

**Econometrics****Ec 827 Econometrics I (F; 3)**

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

David A. Belsley

**Ec 828 Econometrics II (S; 3)**

Prerequisites: Ec 827.

Continuation of material of Ec 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

David A. Belsley

**Money and Banking****Ec 861 Monetary and Portfolio Theory (F; 3)**

Money and the United States monetary system: portfolio allocation models and the theory of the banking firm; aggregate money-supply and demand functions for money; the term structure of interest rates; theory, evidence, and policy implications.

J. Huston McCulloch

**Ec 862 Money in General Equilibrium and Problems in Monetary Policy (S; 3)**

Prerequisite: Ec 861.

The microeconomic theory of the real-balance effect. The real-balance effect in macroeconomic models; money and growth; current controversies in monetary policy; the availability doctrine, the role of financial intermediaries, Federal Reserve controls and proposed reforms; international complications, lags, and problems of incidence.

J. Huston McCulloch

**Fiscal Economics****Ec 866 Fiscal Economics (F; 3)**

Problems of economic efficiency and allocation; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: the allocation of public goods; evaluation of public investments in theory and practice; theory and measurement of tax incidence; the question of "optimal" taxation and "excess burden"; problems of fiscal federalism.

Richard Tresch

**Ec 865 Fiscal Policy (S; 3)**

The role of government in stabilization, growth, and the determination of the income distribution; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: "optimal" economic policy in the context of targets and instruments; the theory and measurement of static and dynamic stabilizers; growth and the fiscal structure; U.S. economic policy in practice; problems of the income distribution; the national debt.

Ann F. Friedlander

**Industrial Organization****Ec 853 Industrial Organization I (F; 3)**

Presentation of the economic theory of the connections between market structure and market conduct, and consequently, market performance – allocative, dynamic, and X-efficiency, economic progress, stability, and product quality. Emphasis on the analytical and evaluative aspects of the theory.

H. Michael Monn

**Ec 854 Industrial Organization II (S; 3)**

Investigation of the empirical findings regarding theory's hypotheses in the areas covered first semester. Public policy is examined in the light of our knowledge about relationships between market structure and performance.

H. Michael Monn

**International Trade and Finance****Ec 871 Theory of International Trade (F; 3)**

A careful development of international trade theory, with emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage.

James E. Anderson



**Ec 872 Problems in International Economics (S; 3)**

Treatment of balance of payments adjustment models, the theory of macro policy-making in the open economy, and empirical work on the balance of payments and its elements. Also selected topics in trade theory.  
James E. Anderson

## Comparative Systems and Soviet Economics

**Ec 897 Soviet Economic System (F; 3)**

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.  
Leon Smolinski

**Ec 898 Comparative Economic Systems (S; 3)**

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis.  
Leon Smolinski

## Economic Development

**Ec 875 Economic Development (F; 3)**

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policy makers in these countries.  
Francis M. McLoughlin

**Ec 876 Labor Problems in Economic Development (S; 3)**

An analysis of the role of manpower in economic development. Particular attention will be given to the recruitment, commitment, disciplining, and effective utilization of an industrial labor force.  
Francis M. McLoughlin

## Urban Economics

**Ec 893 Economic Problems of the City (F; 3)**

General theoretical models of the spatial distribution of economic activity within a city will be examined. Emphasis will be placed on the role of location in the understanding of the causes of current urban problems. The housing crisis will be examined in depth.  
Robert B. Wollace

**Ec 894 Economic Problems of the City (S; 3)**

Selected urban problems will be examined intensively. They will include (1) provision of government services, (2) local and metropolitan finance, (3) transportation, (4) urban renewal, and (5) environmental decay.  
Robert B. Wollace

## Labor

**Ec 885 Neoclassical and Radical Theories of the Labor Market (F; 3)**

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on the evolution of neoclassical and radical hypotheses. The course presents and develops theories and econometric evidence on labor force participation, wage determination, Phillips Curve analysis, and public intervention in labor markets.  
Borrry Bluestone

**Ec 886 A Microeconomic Approach to Income Distribution Theory (S; 3)**

An analysis of income distribution in the United States from the perspective of microeconomic labor market theory. Neoclassical and radical hypotheses of the determinants of income are explored using econometric evidence on the determinants of human and physical capital accumulation. The effect of government intervention on the income distribution is investigated in depth.  
Barry Bluestone

## Consumer Economics

**Ec 841 The Consumer Revolution in the World Economy (F; 3)**

Case studies in the Consumer Revolution: the objectives, methods, and effects of the Consumer Revolution in selected areas and industries, e.g., automobiles, credit, health care, food.  
Robert J. McEwen, S.J.

**Ec 842 Seminar on Government Consumer Protection Activities (S; 3)**

The role of national and local governments in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare.  
Robert J. McEwen, S.J.

## Section III Special Courses

(These courses are not available to students in the doctoral and masters programs in economics. They are offered for students in interdisciplinary programs and students in the degree programs of other departments and schools. They have no specific prerequisites.)

**Ec 763 Income, Employment and Unemployment (S; 3)**

Analysis of the flow of income; consumption, saving, and investment and the determination of the level of income. The cause of unemployment. The role of money and the banking system in determining the level of income and employment. Monetary and fiscal policy measures to combat unemployment. The skill characteristics of the unemployed and prospects for retraining programs.  
Alice E. Bourneuf

**Ec 781 Economic Organization (F; 3)**

The course deals with the analysis and critical evaluation of economic mechanisms under different social systems. The topical sequence is: specification of economic objectives; resource allocation models; general control and feedback systems for optimum resource allocation regulated free-enterprise market economy; public sector and indicative planning; centralized socialist management; alternative forms of socialist organization. André Doniere

## Section IV Research

**Ec 799 Reading and Research (F, S; 3, 3)**

By arrangement

The Department

**Ec 901 – 902 Research-In-Progress-Seminar (F; 3)**

Required of all admitted to candidacy for the doctor's degree and open to all other students.  
Ann F. Friedlander

Dovid A. Belsley

**Ec 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Education (Ed)

**Ed 001 History of Western Education (F, S; 3)**

Beginning with classical Greek education, this course surveys the principal cultural and educational movements of Western education.  
Edward DeAntoni

Edward Power

**Ed 010 Philosophy of Education (F, S; 3)**

A study of educational theory and its influence on educational practice, and an application of philosophic principle to basic educational policy.  
Edward DeAntoni

Pierre Lombert



**Ed 030 Child Growth (F, S; 3)**

Child growth is presented as an integrated study of a child's physical, intellectual, social and emotional aspects of development. Implications for child-rearing and educational practice are stressed.

*Jessico Doniel  
Gordon Ulrey*

**Ed 031 Psychology of Learning (F, S; 3)**

Learning is analyzed both from the cognitive and behavioral viewpoint. Those elements that affect the learning process are also studied. Relationship to educational practice is stressed.

*John Trovers  
Daniel Joynt*

**Ed 032 Modes of Teaching (F, S; 3)**

This course is designed to introduce the undergraduate preparing for the teaching profession to the field of education. Assignments are provided to give background and experience for the student in his or her chosen field of endeavor. Class sessions are designed so that many aspects of education are examined in a variety of ways. Opportunity is provided for both observing and participating in the elementary classroom.

*Lillian Buckley  
Gordon Ulrey  
Doniel Joynt*

**Ed 041 Adolescent Psychology (F, S; 3)**

An introduction to the psychology and problems of the adolescent. Biological changes, cultural influences, the identity crisis, and adult and peer relationships will be discussed. Consideration will be given to the possibility that a new youth culture or counter-culture is emerging in the West. Consequently, theories of McLuhan, Reich, Toffler, and Roszak will be examined along with traditional theories of Freud and Erikson.

*Williom K. Kilpatrick*

**Ed 050 Innovative Ideas for Schools (F; 3)**

Innovative conceptions of teaching will be presented, and some exciting new teaching strategies will be demonstrated. The purpose of the course will be to combine study of the philosophy, psychology, and methodology of the various innovations. Among these are micro-teching, computer-assisted instruction, group-talk, inquiry training, and the disinhibition of creative abilities. Some students in the course will be able to participate in a weekend camp for seven to twelve year old children, in which some innovative techniques are practiced.

*John Docey*

**Ed 060 Educational Measurement (F, S; 3)**

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability.

*Peter Airosion  
John Jensen  
Ernest Rokow  
George Madous*

**Ed 082 Youth Culture and the Campus (F, S; 3)**

This course will provide a setting for students to analyze theoretically and practically their culture, sub-cultures, and campus environment, interpersonal relationships and values. Students will have the opportunity to work on practical projects of their choice which will focus on these areas and to join in discussion groups and panels. Films and tapes will be used throughout the course. The services of special lecturers and consultants will also be available.

*Mory Kinnone*

**Ed 100 Art Methods (S; 1)**

Teaching procedures and methods appropriate to the elementary school child with emphasis on art activities and classroom presentation.

*Lois Smith*

**Ed 101 Elementary Language Arts (F, S; 2)**

The course examines the major components of the language arts curriculum, with specific focus on effective instructional techniques for teaching communications skills to children in the elementary grades. Theory and practice are utilized by students working in an elementary school classroom one day per week.

*Lillian Buckley  
Frances Powell  
John Sovage  
Charles Smith*

**Ed 103 Music Methods (S; 2)**

Methods of teaching music to the elementary school child. Organization and planning of instructional activities and materials.

*Mory Corcoran*

**Ed 104 Reading Methods (F, S; 2)**

The course examines major approaches to teaching reading, instructional techniques, and materials appropriate for development of basic reading skills in the elementary grades.

*Frances Powell  
John Sovage*

**Ed 105 Social Studies Education of Children (F, S; 2)**

Theory and practice in modern social studies education, preschool – grade six, involving public school experience centers and college personnel in a carefully orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies.

*Kotharine C. Cotter  
Charles Smith*

**Ed 108 Elementary Mathematics Methods (F, S; 2)**

The course is designed to provide students with a background and understanding of modern mathematics and to provide opportunities for students to learn and develop instructional techniques in teaching math to young children.

*Noncy Whitton  
Ellen Donohue*

**Ed 109 Elementary Science Methods (F, S; 2)**

This course provides for the analysis and evaluation of the major elementary science curriculum projects. An emphasis will be placed on familiarization with the projects through individual work with these and other science materials.

*George T. Ladd*

**Ed 111 Curriculum in Secondary Schools (F, S; 3)**

Teaching procedures and methods appropriate to the secondary school. Objectives, classroom management, learning experiences, and audiovisual techniques are treated. Alternative school methods and team teaching techniques are discussed. A course on general methodology.

*Mory O'Toole  
Edward Smith*

**Ed 126 Secondary Speech Methods (F; 3)**

A study of the methods and practice appropriate to teaching speech and theatre.

*Dormon Picklesimer*

**Ed 140 Foundations of Education (F, S; 3)**

A course designed to acquaint the future teachers with the teaching profession to help formulate and assess their reasons for choosing the field of education; and to provide valuable experiences that will aid the student in gaining background necessary to career choices.

*Vincent C. Nuccio*

**Ed 145 Children's Literature (S; 3)**

Developing programs in children's literature for the early grades with attention to appropriate content and themes and adequate style and level.

*Lillian Buckley*

**Ed 146 Diagnostic and Remedial Reading (S; 3)**

Causes of reading disability, and the means of diagnosing and correcting disabilities will be the topics of study for this course.

*Frances Powell*

**Ed 147 Self Actualization and the Child (F; 3)**

Students initially will investigate theories and research on the development of competence and self-concept, and on the role of play in the total development of the young child. Workshops and practicum will provide the student with an opportunity to implement these theories and research by exploring and applying alternate teaching strategies, curriculum content, selection of materials and spatial arrangement in a preschool primary setting.

*Eva Neumann*

**Ed 148 Media and Curriculum (F, S; 3)**

This course is designed to demonstrate ways in which media do affect the teaching/learning process in the classroom. Students are able to develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria used in the selection and utilization of instructional materials for specific learning situations. It enables students to design and produce instructional materials using the facilities of University Audiovisual Services.

*Fred Pulo*



## 92 / Description of Courses

### EDUCATION

#### **Ed 151 Problems in Urban Education (S; 3)**

The course, taught by a university professor and a community person, aims to acquaint the student with the urban community, its people, and their problems. It includes visits to inner-city agencies, centers, organizations, and events, as well as attendance of on-campus classes. *The Department*

#### **Ed 152 Urban Education (F, S; 3, 3)**

The focus of this two semester course is on two contrasting inner-city communities and their pupils. The contrasting communities are selected from among the black, Chinese, Puerto Rican, and white. One day a week is spent in the field experience becoming acquainted with community leaders, agencies, organizations, and school related problems. Each student also serves as a "big brother" or "big sister" tutor to a student from one of the two communities in which he has field experience. *Charles Smith*

#### **Ed 153 Senior Urban Education (S; 3)**

The format of this course will be determined by the needs the majors feel after their student teaching experience. *The Department*

#### **Ed 156 Issues in Early Childhood Education (S; 3)**

This seminar will consider the different models and programs for early childhood education in this country and abroad, their historical and philosophic roots, and their psycho-social justifications. Practicum will consist of visits to numerous centers with alternate approaches to educating the young child. *Evo Neumann*

#### **Ed 200 Introduction to the Education of Children with Special Needs (F, S; 3)**

A general survey course in which the various areas of exceptionality, their symptomatology and diagnosis, and methods of educational, medical and psychological intervention will be examined and discussed. In conjunction with this course, volunteer work with exceptional children will be encouraged. Also field trips and visitations to varied facilities providing service to exceptional children will be arranged. *The Department*

#### **Ed 201 Curriculum for Children with Special Needs (F, S; 3)**

Examination of historical and current trends in the development of curricula designed for children with special needs. A study of administrative arrangements and educational programs as they relate to the handicapped child. Attention is focused on programs which meet the needs of the individual learner in both tutorial and group settings. Students will demonstrate competency in the principles of curriculum development by preparing and presenting learning plans for actual or hypothetical groups of handicapped pupils. Some emphasis is placed on the design and construction of self-correcting materials. *The Department*

#### **Ed 206 Allied Arts (F, S; 3)**

Deals with philosophy, curriculum techniques and projects in applying the allied arts to exceptional children, and its relationship to the total curriculum. The therapeutic, social, economic and vocational values will be explored in discussion. Laboratory experiences are provided in crafts, fine arts, practical arts, home economics and industrial arts. *George Wolloce*

#### **Ed 207 Exceptional Child in the Classroom (S; 3)**

This course is an introduction to the various handicapping conditions present in school age children including mental retardation, emotional disturbances, physical handicaps and learning disabilities. Classroom adaptations and teaching techniques will also be covered. For Seniors in regular education. *The Department*

#### **Ed 208 Educational Strategies for Children with Special Needs (S; 3)**

The focus of this course shall be an examination of conventional and nonconventional methods and materials as they apply to children with special needs. A rationale for selection of materials for children with special needs shall be developed. Classroom organization and management techniques and their applicability shall be discussed. *The Department*

#### **Ed 209 Educational Assessment of Children with Special Needs (S; 3)**

Students will be educated in the use of formal and informal assessment techniques developed to identify specific learning abilities and disabilities of children. The course will focus on perceptual-motor performance and suggestions for remediation will be offered. Each student will be required to administer, score and interpret several evaluative devices designed for use with handicapped children. This course will be taught in conjunction with Ed 210 Communication Skills for Children with Special Needs, and examinations and assignments will reflect a synthesis of information in both courses. Taken concurrently with Ed 210. Open to Seniors majoring in Special Education. *The Department*

#### **Ed 210 Communication Skills of Children with Special Needs (S; 3)**

This course deals with the symptomatology, assessment and remediation of auditory language disorders in children. Students will administer, score and interpret a number of tests of auditory perception, receptive and expressive language with the ultimate goal of formulating a prescriptive program. Taken concurrently with Ed 209. Open to seniors majoring in Special Education. *The Department*

#### **Ed 211 Introduction to Learning Disabilities (S; 3)**

This course presents an introduction to the field of learning disabilities. It reviews the behavioral and learning symptoms presented by these children and the educational implications for remediation of these problems. *The Department*

#### **Ed 250 Student Teaching (F; 15)**

Student Teaching is a practicum experience involving senior education major students in teaching/learning experiences in area schools. Students work in their major area of study five days a week for a fifteen week period. Students are expected to design and carry out a project as a part of this course. *Joon Jones*

#### **Ed 275 Sex Education and Drug Abuse (S; 3)**

This course is designed to cover the physiology of human reproduction with emphasis on the development of sexuality leading to marriage, and influences of the family, the special topics of role responsibilities, venereal disease, sex hygiene, birth control and consideration of drug abuse. *Peter Ligor*

#### **Ed 276 Physical Education and Recreation for the Mentally Handicapped (F, S; 3)**

Enables the student to become acquainted with the philosophy, objectives and basic principles in programming. Emphasis placed on characteristics, potentialities and limitations of the retarded children in physical education and recreation activity. *Theresa A. Powell*

#### **Ed 277 Physical Education Methods in Elementary Schools (F, S; 3)**

Assists elementary school teachers in organization and conduct of the Physical Education Program. Consideration given to games, relays, story plays, rhythmic, and other activities suitable for use in elementary grades. Opportunity given for participation and demonstration of physical activities. Emphasis on curriculum planning, selection of materials and teaching techniques. *Theresa A. Powell*

#### **Ed 278 Personal Skills in Individual and Team Sports (F, S; 3)**

Emphasis is placed on the development of personal skills in selected activities, along with methods and materials used for effective teaching in Physical Education. *Theresa A. Powell*

#### **Ed 279 Applied Anatomy and Kinesiology (F; 3)**

Required of students in Physical Education. The course includes the theoretical and practical knowledge necessary for the understanding of human movement and the techniques of analyzing motor skills. *Peter Ligor*

#### **Ed 300 Secondary Science Methods (F; 3)**

A survey of the available secondary science curricula will be combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class and examine ways to facilitate the inquiry approach in science teaching. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.) *By arrangement*

*The Department*



**Ed 301 Secondary History Methods (F; 3)**

This course will demonstrate methods for organizing a unit, utilizing original sources, employing drama and sociodrama, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

By arrangement

*William Kilpatrick*

**Ed 302 Secondary English Methods (F; 3)**

This course carries the Secondary School English Major from an introductory phase that shows him the place of the English Department in the Secondary School plan to a closing phase in which he has a comprehensive look at research in progress in the teaching of English. In between these two phases, he discovers what will make an effective, successful teacher of English. He receives much practice in Semester, Unit and Daily planning for the teaching of lessons in Listening/Speaking, Writing, Literature, Language Study (Traditional and Modern) and Mass Media Study. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

By arrangement

*Mory O'Toole*

**Ed 303 Secondary Language Methods (F; 3)**

Analysis in approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

By arrangement

*Rebecca Volette*

**Ed 304 Secondary Math Methods (F; 3)**

This course is designed to prepare the student for his teaching experience in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading tests, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered in detail as time permits, mathematical topics are developed which will provide background information. This will allow a more meaningful presentation of various units in mathematics. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

By arrangement

*Francis Collins*

**Ed 311 Educational Psychology (F; 3)**

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

M., 4:30 - 6:15

*Jessico Doniel*

**Ed 315 Psychology of Adolescence (S; 3)**

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

M., 4:30 - 6:15

*John S. Docey*

**Ed 321 Early Childhood Curriculum: Teaching Strategies and Learning Environments (F; 3)**

Class discussion will explore alternate models of teaching, and the content, materials, development and evaluation of learning environments for young children. Practicum will include visits to different types of programs for young children and semester-long teaching involvement in one center in order to develop competencies in observation, record-keeping, and in design of learning environments, program development and alternate teaching strategies to foster self-concept of the young child.

T., 4:30 - 6:15

*Evo A. Neumonn*

**Ed 323 Reading Instruction in the Secondary School (S; 3)**

Special emphasis is given to the principles, procedures and instructional materials used in teaching the fundamentals of reading at the junior and senior high level. Techniques for correcting specific reading difficulties are also examined.

T., 4:30 - 6:15

*John F. Sovoge*

**Ed 324 Language Arts in the Elementary School (S; 3)**

Focus is on the place of the language arts in the total elementary school curriculum. Topics include the integration of listening, speaking, reading, and writing; research in language arts; innovations in the language curriculum; and materials for teaching language arts in the elementary school.

Th., 4:30-6:15

*John F. Sovoge*

**Ed 325 Science in the Elementary School (S, Summer; 3)**

Open to early childhood, special education and other individuals interested in science education at the elementary level.

T., 7:00 - 9:00

*George T. Lodd*

**Ed 326 Science in the Secondary School (F; 3)**

Current issues, trends and innovations in science education at the secondary (7 - 12) level will be investigated and discussed. This course is required of all M.S.T., C.A.E.S., and Doctoral students with a science education emphasis in their programs.

M., 4:30 - 6:15

*George T. Lodd*

**Ed 327 Urban Education: Bilingual-Bicultural Institute (Summers; 3 - 6)**

The institute is specifically designed to prepare teachers to work more effectively in a bilingual setting instructing children whose native language is other than English. The institute will take place in a six-week summer session. Each morning institute participants will teach in a Boston area bilingual program. Each afternoon participants will attend lectures and demonstration workshops on campus.

*Director: Charles F. Smith, Jr.*

**Ed 332 Psychology of Value Development, Childhood (F; 3)**

A study of the developing capacity to value and the influence of values on the integration of all aspects of growth, physical, social, psychological, emotional, and religious. The special problem of transmitting religiously derived values will be studied.

W., 4:30 - 6:15

*John R. McColl, S.J.*

**Ed 333 Psychology of Value Development, Adolescent (S; 3)**

A study of the growing capacity to value in the adolescent should lead to a better understanding of communication problems between adolescents and adults. How to help older, past-oriented values, and young, future-oriented values to help each other to be present values. Special problems with religious values will be discussed.

W., 4:30 - 6:15

*John R. McColl, S.J.*

**Ed 334 Special Projects in Religious Education (F, S; 3)**

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor.

By arrangement

*The Department*

**Ed 336 Special Projects in Value Education (F, S; 3)**

Practicum in field education, under the direction of Religious Education and Theology Department staff members.

By arrangement

*The Department*

**Ed 350 Professional and Legal Problems of Beginning Teachers (S; 3)**

A course designed to acquaint beginning teachers with the organizational and operational aspects of American public education and with teachers' professional and legal responsibilities.

T., Th., 10:30 - 11:45

*Stephen F. Roach*

**Ed 351 Problems and Issues in the Administration of Public Schools (S; 3)**

A course designed for School of Education seniors and experienced teachers not majoring in educational administration and supervision. Discussions will focus on educational policy development; organizing for learning; educational leadership; the changing roles of school personnel.

M., 4:00 - 6:00

*Donold T. Donley*



## 94 / Description of Courses

### EDUCATION

#### Ed 363 Introduction to Statistics (F, S; 3)

*Prerequisite:* satisfactory performance on an elementary mathematics examination.

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test.

Fall,	Ed 363.01	W., 4:30-6:15	Ernest A. Rokow
	Ed 363.02	Th., 4:30-6:15	John J. Wolsh
Spring,	Ed 363.01	F., 4:30-6:15	John Jensen

#### Ed 364 Intermediate Statistics (F, S; 3)

*Prerequisite:* Ed 363 - Introduction to Statistics.

Procedures of inferential statistics and testing of hypotheses for metric data. An introduction to analysis of variance and multiple regression.

Fall,	F., 4:30-6:15	Ernest A. Rokow
Spring,	W., 4:30-6:15	Ernest A. Rokow
	Th., 4:30-6:15	John J. Wolsh

#### Ed 365 Nonparametric Statistics (S; 3)

*Prerequisite:* Ed 363 - Introduction to Statistics or equivalent

Procedures of inferential statistics and testing of hypotheses which do not involve specifications of conditions about population parameters. These techniques are appropriate for nominal and ordinal data. Topics include chi-square, Cochran Q test, Kolomogorov-Smirnov test, Wilcoxon signed ranks test, Mann-Whitney U test, Kruskal-Wallace analysis of variance for ordinal measurement, contingency coefficient and rank correlation coefficient. Some students may take this course rather than Ed 364 (Intermediate Statistics) and others in addition to it.

T., 4:30 - 6:15 Ernest A. Rokow

#### Ed 366 Introduction to Data Processing and Computers (F; 1)

This one credit course meets twice a week and has one lab period per week for the first three weeks of the semester. This course can be taken in conjunction with Ed 367 which starts meeting in the fourth week of the semester, or can be taken alone by those who do not wish to study intensively the FORTRAN language. This course provides an introduction to data processing equipment and techniques for social science data analysis. Topics include: history of data processing, use of unit record equipment, familiarization with Computing Center policies, and use of existing computer programs. Laboratory Fee: \$10

T., Th., 10:30 - 12:30

Sat., 10:00 - 12:00 (Laboratory) John A. Jensen

#### Ed 367 Introduction to Computer Programming (F; 3)

*Prerequisite:* Ed 366 or equivalent.

An intensive course emphasizing the planning, writing, and executing of computer programs using the FORTRAN language. This course is designed to produce genuine competence in FORTRAN. Other topics include the BASIC language and Job Control Language and Operating Systems. This course starts in the fourth week of the semester at the termination of Ed 366. Laboratory Fee: \$20

T., Th., 10:30 - 12:30

Sat., 10:00 - 12:00 (Laboratory) John A. Jensen

#### Ed 368 Projects in Computer Programming (F, S; 1-3)

*Prerequisite:* Ed 367 or equivalent experience.

Open only to students experienced in computer programming. Projects will be arranged in accordance with the needs and interests of the students.

By arrangement The Department

#### Ed 369 Evaluation and Learning: The Ecology of the Classroom (F; 3)

This course will focus upon non-cognitive evaluation and learning in classroom settings. Through class discussion and observation in elementary and secondary schools, students will attempt to determine the informal methods teachers use to evaluate their students' learning in affective, moral, and social domains. Students will be expected to spend a minimum of 2 hours per week observing in the schools.

Th., 4:30 - 6:15 Peter W. Airosion

#### Ed 372 Individualization in Education (S; 3)

Individualized instruction and learning: theories, programs, techniques, materials, evaluation in schools and alternative educational facilities.

Offered 1974 - 1975

Kothorine C. Cotter

#### Ed 373 Explorations in Humanistic Education (F; 3)

A comprehensive, practical analysis of humanistic education in terms of its goals, conditions, implementation and defense in a new era of accountability; affective and confluent education, values clarification, student self-actualization, informal education and other aspects of humanistic education will be studied.

Th., 4:30 - 6:15

Kothorine C. Cotter

#### Ed 374 Open Education: Theory and Implementation (F; 3)

Informal education in Britain and the United States: history and rationale, organization and administration, curriculum, roles of teacher and students, assessment and prospects for the future. Facets of the course will include guest speakers, media and field observation.

T., 4:30 - 6:15

Kothorine C. Cotter

#### Ed 375 Social Studies in the Elementary School (S; 3)

Presentation of new trends, programs, teaching-learning strategies and materials, evaluation; course aims to upgrade social studies education through helping teachers and administrators improve programs in their schools and classrooms.

Offered 1974-1975

Kothorine C. Cotter

#### Ed 380 Visual Handicaps and Education (F; 3)

A study of the anatomy and function of the eye. Included is the use of residual vision, optical aids and educational implications of various types of eye conditions.

F., 7:30 - 9:00

George E. Gorcio

William T. Heisler

#### Ed 381 Introduction to the Education of the Multihandicapped (Summer Session; 6)

An introductory course in the program to prepare teachers of multihandicapped children. Includes growth and development of the normal and handicapped child. Considers the team approach to the assessment and includes observation of assessment procedures at the Development Clinic at Children's Hospital as well as other facilities in the area. Limited to students in the program to prepare specialists in deaf-blind education.

By arrangement

To be onnounced

#### Ed 382 Communications I (F; 4)

Considers speech and language development in normal and handicapped children. Provides a background in audiological assessment and emphasizes techniques for maximizing use of residual hearing. Practicum at Children's Hospital, Boston College Campus School and in public and private school classes by arrangement.

By arrangement

Jeon Mooney

#### Ed 383 Interpersonal Relationships I (F; 2)

Focuses on the student teacher and his ability to live and work with other people. This course will help the student to look at himself and choose those social techniques which will increase his effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people. It is a full year course and it is limited to students in the deaf-blind program.

M., 11:00 - 12:45

Francis Kelly

#### Ed 384 Multihandicapped Education Seminar (F; 3)

An overview of educational programs for the multihandicapped with special attention to programs and problems of the child who is sensorily deficient. Includes field experience.

W., 10:15 - 12:00

Kotherine Best

#### Ed 385 Interpersonal Relations II (S; 2)

*Prerequisite:* Ed 383

Continuation of first semester half of the course.

By arrangement

Francis Kelly



**Ed 386 Communication II (S; 4)**

Prerequisite: Ed 382

Experience in the techniques of non-verbal communication with an exploration of the use of body language and natural gestures, fingerspelling and sign language, will be achieved through an instruction and an intensive practicum.

By arrangement

Jeon Mooney

**Ed 387 Infant and Preschool; Exceptional Child Summer, Inter-session; 3)**

Techniques of stimulating learning in infants and pre-school exceptional children. A survey of methods currently in use with a discussion of the philosophical and psychological rationale behind them. The role of parent educator will be explored.

By arrangement

Katherine Best

**Ed 388 Infant and Preschool Practicum (Summers; 4)**

Clinical practicum in the education of the young handicapped child conducted at summer programs operated by the regional centers for service to deaf-blind children.

By arrangement

Katherine Best

**Ed 389 Problems in the Education of the Visually Handicapped (F; 3)**

Specialized strategies for teaching blind and partially seeing students with additional handicaps.

By arrangement

Ouido Foe Morris

**Ed 390 Teaching Basic Areas of Curriculum (Summers; 3)**

This course gives an overview of methods, materials and curriculum in the elementary school. Designed to acquaint the special educator with current practices which would aid him in assisting with planning for the integration of the exceptional child into the regular classroom.

Joyce Gerord

**Ed 391 Allied Arts: Teachers of Handicapped (S; 3)**

Considers the role of the allied arts in the total curriculum and the contribution of this area of the curriculum to the economics of living and the adjustment of the individual. Its therapeutic as well as its social values are explored. Laboratory experiences in addition to classroom discussions are provided in areas of art, music, crafts, industrial arts, home economics, and recreation. Competencies of the individual student will determine type and amount of laboratory experience.

W., 4:30 - 6:15

George W. Wolloce

W., 7:00 - 8:45

George W. Wolloce

**Ed 392 Education and Psychology of Exceptional Children (S; 3)**

Characteristics and special education needs of handicapped and gifted children will be considered. Recent trends relative to assessment of administrative arrangements for and teaching strategies appropriate to exceptional children will be discussed. Consideration will also be given to new Massachusetts legislation and regulations pertaining to the education of exceptional children.

T., 4:30 - 6:15

Lowrence Gomes

**Ed 393 Student Teaching: Blind (F, S; 0)**

Students in Special Education program will have 8 weeks student teaching (10 to 12 hours per week) in their area of special interest. With consent of instructor

By arrangement

Ouido Morris

Katherine Best

**Ed 394 Teaching Strategies: Multihandicapped (S; 3)**

Theory designed to provide competency in task analysis; prescriptive teaching; individualized instruction; assessment and stimulation of visual, haptic and auditory areas; and, in modification of behavior.

By arrangement

Jeon Mooney

**Ed 395 Student Teaching: Multihandicapped (S; 6)**

For students preparing to teach the multihandicapped (deaf-blind). Students will have 10 weeks of student teaching in this area preceded by special clinical and teaching experiences.

By arrangement

Katherine Best

**Ed 396 Abacus: Use and Instruction (F; 0)**

Designed to give teachers proficiency in addition, subtraction, multiplication and division using the Cransner Abacus for the Blind. M., 1:00 - 3:00

Ouido Foe Morris

**Ed 397 Observation: Special Education (S; 0)**

Field trips to various school and agencies serving exceptional children.

By arrangement

Ouido F. Morris

**Ed 398 Working with Parents (S; 3)**

The family as the developmental setting will be the theme of the course. The structure of a family, motivations for marriage, characteristics of the nuclear family will be examined and discussed. Parental reaction to the handicapped child and methods for helping parents by individual and the group process will be explored. Principles and methods of interviewing and models of groups will be discussed. Role playing, tapes of interviews and group sessions and student experiences will be used in the teaching process.

Th., 4:30 - 6:15

Alice Cossidy

**Ed 399 Behavior Modification in the Classroom (F; 3)**

An introductory course in the principles of behavior modification and their practical application in structuring classroom behavior.

By arrangement

Robert Grocio

**Ed 402 Modern Educational Thought (F; 3)**

A survey of recent and current philosophies of education through the writings of representatives of the major positions.

F., 4:30 - 6:15

Pierre D. Lombert

**Ed 403 Philosophy of Education (S; 3)**

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary, and higher education.

Th., 4:30 - 6:15

Pierre D. Lombert

**Ed 404 Evolution of Educational Doctrine (F; 3)**

An historical and philosophical inquiry into the development of educational theory.

W., 4:30 - 6:15

Edword J. Power

**Ed 412 Abnormal Psychology (S; 3)**

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

W., 4:30 - 6:15

Williom K. Kilpatrick

**Ed 413 Social Psychology (F; 3)**

The principles of psychology applied to the individual in the social situation. Investigation of special topics of group and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

By arrangement

To be onnounced

**Ed 414 Modern Psychology and Education (S; 3)**

Prerequisite: Undergraduate Educational Psychology

An analysis of classical and modern theories of learning and their practical classroom implications.

T., 4:30 - 6:15

Jessico Daniel

Th., 4:30 - 6:15

Jessico Doniel

**Ed 416 Child Psychology (F; 3)**

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

W., 4:30 - 6:15

John F. Trovers

**Ed 417 Theories of Personality (F; 3)**

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

By arrangement

To be onnounced



**Ed 420 Student Teaching, Elementary School (S; 6)**

This ten-week field experience consists of classroom observation and teaching in a nearby elementary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in Elementary Education Plan A.

By arrangement

Joon C. Jones

**Ed 421 Introduction to Developmental Reading (F; 3)**

Topics to be covered are the developmental reading skill sequence, and the following procedures of instruction: methodology, materials, and grouping patterns.

T., 4:30 - 6:15

Fronces Powell

**Ed 422 Internship in Teaching (F, S; 3)**

A cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers teach half the number of classes that comprises the assignment of a full-time teacher. For this work they receive one half of the Massachusetts minimum salary. This is a two-semester course and grades are given only at the end of the second semester.

By arrangement

Edward Smith

**Ed 423 Urban Education: Crucial Issues I (F; 3)**

Exploration of various aspects of teaching in the inner-city schools: problems confronting the teacher; effects of economic, cultural, and ethnic differences on the development of the student; attitudes of the teacher toward teaching in urban area schools.

T., 4:30 - 6:15

Charles F. Smith, Jr.

**Ed 424 Introduction to Educational Technology (F, S; 3)**

This course will consist of a brief review of the factors determining the need for technology in the classroom; a demonstration of the typical audiovisual equipment used in the classroom and analysis of how they can be integrated into the curriculum; practice in the operation of audiovisual equipment and production of materials. Field trips will play an integral part in the study of computer-assisted instruction, educational technology in a non-graded school, commercial development of curriculum materials. Enrollment will be limited to 30 students.

W., 4:30 - 6:15

Fred J. Pulo

**Ed 426 Techniques of Teaching in the Secondary School (F; 3)**

An introductory course on the modern secondary school. The focus is on the learning of adolescent pupils and effective instructional strategies in students' areas of specialization. The course involves micro-teaching. Some background in psychology is desirable.

Th., 4:30 - 6:15

Mary C. O'Toole

**Ed 427 Student Teaching: Early Childhood (S; 6)**

This practicum consists of a full semester of supervised teaching. Half of the practicum will be at the preschool level and the other half at the primary grade level. Throughout the semester, individual conferences will be held with the early childhood coordinator to discuss the teaching experience. Video-taping also may be used to permit in-depth critical analysis of teaching strategies by the student and the coordinator.

By arrangement

Joon C. Jones

**Ed 428 Student Teaching: Secondary School (S; 6)**

This ten-week field experience of classroom observation and teaching in a nearby secondary school is under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in MAT-MST, plan B.

By arrangement

Joon C. Jones

**Ed 429 Student Teaching: Urban Education (S; 6)**

A ten-week field experience in observation and student teaching in inner-city schools is under the guidance of a Cooperating Teacher and college supervisor. For Majors in Urban Education.

By arrangement

Joon C. Jones

**Ed 437 Guided Research in Education as Service (F, S; 3)**

Project design and implementation in an occupational context, under the direction of a faculty advisor. Open only to candidates in the Religious Education Program.

By arrangement

The Department

**Ed 440 Principles and Techniques of Guidance (F; 3)**

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance. Open only to students enrolled for a degree.

W., 4:30 - 6:15

William C. Cottle

**Ed 441 Organization and Administration of Guidance and Personnel Services (S; 3)**

Starting, organizing, administering and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration.

Offered Spring, 1975

Kathleen Murphy, O.P.

**Ed 442 Identification and Prevention in Elementary School Guidance (F; 3)**

Consideration of the psychological, sociological and educational deficiencies contributing to pupil problems in the elementary school and how the elementary school guidance worker and the teacher identify them for preventive work or referral. Laboratory experience in diagnosing remedial needs of children.

T., 4:30 - 6:15

Kathleen Murphy, O.P.

**Ed 443 Counseling and Group Processes in the Elementary School (S; 3)**

A study of counseling and supporting group processes as they apply to the role of the elementary school guidance worker. Theory and practice for the guidance worker in establishing relationships with students, teachers and parents. Laboratory experience in group work with children or parents.

T., 4:30 - 6:15

Kathleen Murphy, O.P.

**Ed 444 Counseling in Nonschool Settings**

Counseling processes modified by demands of varied nonschool settings (Employment Service, Rehabilitation, Community agencies), problems of supervising counseling support personnel, developing outreach programs. This course should not be counted toward school counselor certification. Laboratory experience in selected counseling processes.

Offered 1974-1975

**Ed 445 Clinical Child Guidance (S; 3)**

Application of psychological data and methods to clinical problems of childhood. Emphasis is placed on school related problems such as emotional correlates to learning and behavior. Evaluation of modern clinical procedures in diagnosis and counseling is reviewed. Laboratory practice in interviewing parents and children.

M., 4:30 - 6:15

Francis J. Kelly

**Ed 446 The Counseling Process (F, S; 3)**

Prerequisite: Ed 440 or its equivalent.

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems at various school levels. Laboratory experience in interviewing.

T., 4:30 - 6:15

James F. Moynihan, S.J.

**Ed 448 Career Development and Placement: Elementary School Through College (F; 3)**

Evaluation, classification and use of educational and occupational literature for career development purposes in counseling and teaching from the elementary school through college. Introduction to the sociology and psychology of career, techniques of placement and personnel work in school and non-school settings. Laboratory experience in ordering and filing vocational and educational information.

M., 4:30 - 6:15

Kathleen Murphy, O.P.



**Ed 450 Introduction to Educational Administration (F; 3)**

The first course for students majoring in administration and supervision. Will consider the role of administrative personnel in the school; the process of administration with its implications for leadership behavior and policy formation; current issues related to organization and administration.

F., 4:30 - 6:15

Vincent C. Nuccio

**Ed 451 Personnel Administration (S; 3)**

Problems of recruiting, selecting, developing and evaluating personnel are treated within the framework of the school as a social system. Emphasis is on the interrelationships of administrators, teachers and students.

W., 4:30 - 6:15

Edword J. Norton, S.V.D.

**Ed 452 Introduction to Educational Finance and School Business Management (F; 3)**

Will include (1) a study of the application of basic economic analysis to the problems and issues of school finance including federal-state-local relationships, and (2) an overview of the problems relating to business management of the educational enterprise.

Th., 4:30 - 6:15

John B. Choffee

**Ed 453 The Elementary School Principalship (S; 3)**

This course will deal with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the chief responsibility of the elementary principal - instructional leadership. The concept of the elementary principal as an educational statesman will be developed.

Th., 4:30 - 6:15

Donold T. Donley

**Ed 454 The Emergent Middle School (S; 3)**

This course examines the rationale for the middle-school movement, the needs of the pre and early adolescent, the needs of the middle-school teacher, and the needs of the community. It presents a number of different organizational models and views their strengths and weaknesses.

W., 4:30 - 6:15

William M. Griffin

**Ed 455 The Middle and High School Principalship (F; 3)**

Will deal with current administrative principles and practices essential to effective school organization and management. Students study the interaction of the four major sets of sub-systems: curriculum development, personnel development, organizational, and instructional. Considerable attention is given to scheduling, differentiated staffing, plant operations, student activities, and school-community interaction. Problems related to the "middle management" role of the principal are examined both theoretically and operationally.

M., 4:30 - 6:15

William M. Griffin

**Ed 456 Legal Aspects of Educational Administration I (F; 3)**

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, pupils and parents, and the general public. The major focus is on a) The legal status of the classroom teacher and school principal; b) Case studies in educational law. An introductory course designed for teachers, supervisors, and practicing or prospective administrators.

T., 4:30 - 6:15

Stephen F. Rooch

**Ed 457 Administration of Curriculum: Theory and Practice (S; 3)**

Presentation of a variety of frameworks for the development and management of the total school curriculum. Emphasis is on the formulations of the Tyler Rationale for curriculum construction. Basic product of the course is a report describing in detail the development by the student of a curriculum for a specified, agreed upon area following principles outlined in the course.

Th., 4:30 - 6:15

Edword J. Norton, S.V.D.

**Ed 458 Education and The Political Process (F; 3)**

A detailed consideration of the thesis that present-day elementary and secondary education constitute a social institution of major proportion in today's society; hence educational administrators, if they are to achieve maximum effectiveness, must be cognizant of and responsive to our present-day political environment. Case studies will be used to illustrate the political implications of specific decisions relating to educational operations.

Th., 4:30 - 6:15

Stephen F. Rooch

**Ed 459 Supervision I (F; 3)**

This course is designed for persons preparing for or currently in supervisory positions such as principals, supervisors, heads of departments, and team leaders. It deals primarily with instructional supervision at the classroom level. Variables related to an instructional act are identified and evaluation procedures developed. The course depicts modern trends in supervision and students get practice in new techniques such as microteaching which aim to improve the instructional setting.

T., 4:30 - 6:15

William M. Griffin

**Ed 460 Research Methods in Education (F, S; 3)**

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports.

Fall, W., 4:30-6:15

John A. Jensen

M., 4:30-6:15

John J. Wolsh

T., 4:30-6:15

John J. Wolsh

Spring, M., 4:30-6:15

John J. Wolsh

**Ed 461 Pro-Seminar in Methods of Educational Research (F, S; 3)**

Prerequisite: permission of Instructor.

This course is required of students planning degrees in Educational Research and is open to other well qualified students. The methods used in educational research are examined extensively and critically. Seminar reports are expected from each participant.

Fall, T., 4:30 - 6:15

Peter W. Airasian

Spring, T., 4:30 - 6:15

John J. Walsh

**Ed 462 Construction of Achievement Tests (F; 3)**

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal test of achievement with practical application to classroom use. Basic techniques of test construction.

Th., 4:30 - 6:15

George F. Modous

**Ed 463 The Construction of Attitudinal and Opinion Questionnaires (F; 3)**

Techniques for the construction and analysis of attitudinal and opinion questionnaires. Consideration of various techniques of attitudinal scale construction, validation, and analysis.

Offered 1974 - 1975

**Ed 464 Individual Intelligence Testing (F, S; 3)**

A survey of psychological measurements dealing primarily with the construction, administration, scoring and interpretation of mental tests. A certification of proficiency in the administration of the Revised Stanford-Binet Tests of Intelligence, Form L-M, and the Wechsler Scales: WAIS and WISC are given to those successfully administering a specific number of tests.

M., 4:30 - 6:15

Celio Schulhoff

M., 4:30 - 6:15

Morgoret Collohon

F., 4:30 - 6:15

Joseph Cloncy

**Ed 465 Group Psychological Tests (F; 3)**

This course covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

Th., 4:30 - 6:15

Kenneth W. Wegner

**Ed 466 Curriculum Evaluation: Theory and Practice (S; 3)**

Prerequisite: Ed 462 or consent of Instructor.

An intensive study of rationales of evaluation, emphasizing the operational definition of objectives, existing taxonomies of goals.

Th., 4:30 - 6:15

George F. Modous



## 98 / Description of Courses

### EDUCATION

#### **Ed 470 Literature for Children (S; 3)**

The poetry and the prose in literature for children. The writers and the illustrators of literature for children. Classroom implementation of literature for children.

M., 4:30 - 6:15

*Lillian A. Buckley*

#### **Ed 480 Education and Rehabilitation of Blind and Visually Handicapped (Intersession; 3)**

A general introduction to the problem of blindness and a study of services provided by public and private schools and agencies to individuals who are blind. Also included is a review of special state and federal laws affecting the blind as well as a study of special aids used by those who are blind.

M - F., (inclusive) 9:00 - 12:00

*John R. Eichorn*

#### **Ed 481 Medical Aspects of Rehabilitation of the Blind (F; 3)**

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation of blind individuals. Special attention is given to neuro-vascular conditions, eye diseases, low vision, low vision aids, hearing defects, audiological and visual measurement, dynamics of posture/locomotion, physical correctives.

M., 4:30 - 6:15

*Leo H. Riley*

W., 4:30 - 6:15

*Leo H. Riley*

#### **Ed 482 Human Sensory System (F; 3)**

This course is designed to provide a working knowledge of sensory psychology, with emphasis on the functional effects of blindness; to familiarize the student with the data acquisition and processing capabilities of the sensory modalities; and to introduce some of the research and training work being done to better equip the blind person to handle the non-visual environmental sensory information.

Th., 4:30 - 6:15

*W. Allen Mills*

#### **Ed 483 Principles of Rehabilitation and Habilitation (F; 3)**

A study of the philosophy, the history and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars- attention is given to both rehabilitative and habilitative services.

F., 4:30 - 6:15

*To be announced*

#### **Ed 484 Introduction to Orientation and Mobility Practicum (F; 3)**

This is the first of three Practicum phases for students in the Peripatology program. This course is designed to introduce the student to skills and procedures involved in the orientation and mobility of blind individuals and to provide opportunity to travel and perform other daily routines while under blindfold. There are also visits-observations to agencies in the field and weekly seminar-lectures.

By arrangement

*The Department*

#### **Ed 485 Psycho-Social Development of Normal and Handicapped Children (F; 4)**

Psycho-social development from conception through adolescence with concern for deviation in the cognitive, affective, sensory and neurological domains. Special emphasis is given to conditions of mental retardation, emotional disturbances and neurological impairment during childhood and adolescence.

W., 4:30 - 6:15

*Donald Ropp*

W., 4:30 - 6:15

*Philip Di Mottio*

#### **Ed 486 Braille I (F; 2)**

Grade II (literary) braille, preparation of instructional materials, and teaching reading instruction with braille as the medium.

W., 1:00-3:00

*Ouido Morris*

#### **Ed 487 Education of Visually Handicapped Children and Youth (F; 3)**

Designed to give an overview of education of the visually handicapped including educational and psychological implications of blindness and partial vision, program models, and principles of teaching the visually handicapped.

T., 4:30 - 6:15

*Ouido Morris*

#### **Ed 488 Seminar in Mental Retardation and the Emotionally Disturbed Child (S; 3)**

Concerned with educational problems of children who are mentally retarded and/or emotionally disturbed and who are deaf-blind or have some other crippling condition.

W., 2:30 - 4:15

*Donald Rapp*

*Philip DiMottio*

#### **Ed 489 Orientation and Mobility: Teachers of Visually Handicapped (F; 2)**

Designed to give teachers knowledge of basic techniques which help children gain skills toward becoming independent. Includes travel, self care, organization, social skills and grooming. Emphasis is given on relating the value of these skills to visually handicapped children, parents and other school personnel.

Jan. 29 - March 21, M and W., 4:30 - 6:15

*Robert Smith*

#### **Ed 490 Teaching the Multihandicapped Child (F; 3)**

Techniques of observation, recording progress and evaluation; behavior modification; task analysis and prescriptive teaching; teaching machines and programmed instruction; development of motor patterns and stimulation techniques with an emphasis on adapting methods and techniques in working with the multihandicapped child. Limited to students in the deaf-blind program.

T., 1:30 - 3:00

*Katherine Best*

#### **Ed 491 Clinical Practicum: Multihandicapped (F; 6)**

*Prerequisite:* Ed 490

Provides directed experience in the use of techniques as described in Ed 490. Practicum conducted in a variety of educational facilities.

By arrangement

*Katherine Best*

*Christine Costro*

*Bernodette Koppen*

#### **Ed 492 Organization and Administration of Multihandicapped Programs (S; 3)**

Considers existing programs for the multihandicapped child. Examines real situations from a decision-making position. Administrators for centers and services to multihandicapped children will be brought in to discuss current problems and future plans for their regions.

M., 9:15-11:00 a.m.

*Katherine Best*

#### **Ed 493 Special Learning Disabilities (Summers; 3)**

This course presents an introduction to the field of learning disabilities. It is based upon an information processing model which describes normal functioning, and dysfunctioning in children. Several rationales for the education of children with learning disabilities will be presented. It will be the task of each student to synthesize these rationales in terms of the basic information processing model.

*To be announced*

#### **Ed 494 Assessment of Learning Disabilities (F; 3)**

*Prerequisite:* Ed 493 or its equivalent

Designed to build competence in the educator as a consumer of clinical information. In addition, students will administer and interpret formal and informal educational tests, and will learn how to synthesize their results with existent clinical information in order to build a clear behavioral picture of learning function and dysfunction in the individual child.

W., 7:00 - 9:00

*Joyce Gerord*

#### **Ed 495 Human Development and Handicapped Conditions (F; 4)**

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of ards, prosthetic devices, and medical interventions employed by those with sensory and/or motor handicaps.

T., 5:00 - 8:00

*Jeon MacCubrey*

*Bruce Cushno*



**Ed 496 Teaching Strategies I (F; 3)**

Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching-learning problems. Extends across the traditional handicapping categories of mental retardation, emotional disturbance, physical handicaps, and learning disabilities. Focuses on the development of teacher skills in task analysis, informal educational assessment, the generation of teaching strategies and physical adaptation of the classroom environment necessary for the education of handicapped children. Students will perform supervised observational and tutorial assignments in school programs for handicapped children.

Ed 496.01 Th., 1:30 - 3:00

Ed 496.02 Th., 4:30 - 6:15

Ed 496.03 Th., 7:00 - 8:30

Ed 496.04 Th., 1:30 - 3:00

Ed 496.05 Th., 4:30 - 6:15

To be announced

**Ed 498 Psychology of Mental Retardation (F; 3)**

Considers the nature of intelligence and the causes of subnormal intellectual functioning. Definition of mental retardation proposed, terminology and classification systems used in the field, programs in public schools and institutions and comprehensive programming for the mentally retarded will be discussed.

W., 4:30 - 6:15

Lawrence Gomes

**Ed 499 Dynamics and Education of the Emotionally Disturbed Child (F; 3)**

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies. An informal assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of non-credit orientation lectures.

T., 4:30 - 6:15

Philip DiMattia

**Ed 520 Modern Math Methods in Elementary School (F; 3)**

Workshop-type course where one is introduced to the areas of Modern Math in the Elementary school such as geoboards, modular arithmetic, bases, algebra, cuisinaire rods, geometry, etc. Readiness for, introduction to, and development of basic skills are discussed in depth as they relate to Elementary Math. The course is designed to motivate the teacher to understand, enjoy and teach Modern Math well.

M., 4:30 - 6:15

Ellen N. Donahue

**Ed 521 Developmental Reading Instruction (F; 3)**

Designed for experienced teachers who have had an undergraduate course in teaching reading. This course involves examination of research, innovative practices, techniques and materials for teaching reading in the elementary school.

M., 4:30 - 6:15

John F. Savage

**Ed 523 Urban Education: Crucial Issues II (S; 3)**

Prerequisite: consent of Instructor.

The Major purpose of this course is to consolidate the principles developed in Crucial Issues I by focusing them on a particular problem area of significance to inner-city children.

T., 4:30 - 6:15

Charles F. Smith, Jr.

**Ed 524 Selection, Evaluation and Utilization of Instructional Materials (S; 3)**

A course that combines several general activities with a comprehensive analysis of audiovisual materials. One is concerned with sources of audiovisual materials-from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learning with specific students, another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis.

M., 4:30 - 6:15

Thomas A. Morse

**Ed 526 Seminar in Early Childhood Education (S; 3)**

Focus will be on current issues and practices in early childhood education in the United States and in other countries. Discussion and independent study will consider curriculum, teaching strategies, philosophical and psychological rationales and legislation for services for young children.

W., 4:30 - 6:15

Evo A. Neumonn

**Ed 527 The Parent, Teacher and Child (S; 3)**

Seminar discussion and independent study will consider consequences of parent-child relationships, school structure, and teacher roles on the development of the young child's self-concept and problem-solving skills, and also the problems of home-community-school relationships. Practicum will consist of semester-long teaching involvement in one center to develop competencies in parent-school relationships and in staff development.

T., 4:30 - 6:15

Eva A. Neumann

**Ed 528 Elementary Teaching for the 70's (F; 3)**

This course is designed to give background and preparation to graduate students entering the field of elementary education. It provides for an examination of the school setting, the people within it, the curriculum taught, the methods and materials used. Opportunity for students to begin teaching in one of the Centers established for B.C. students. This course is for plan A Students only.

M., 1:00 - 2:45

Lillian A. Buckley

**Ed 531 Directed Service and Educational Projects (F, S; 3)**

Readings, research, and/or project implementation under the direction of a faculty advisor. Open only to candidates in the Religious Education Program.

By arrangement

The Department

**Ed 538 Seminar in Value Development in Infancy (F; 3)**

In-depth research, seminar presentations, and discussion of the transmission of values in the home, and the transmission of values of the cultural milieu in which the family lives, particularly in infancy. Enrollment is limited to 20 students.

Th., 4:30 - 6:15

John R. McColl, S.J.

**Ed 539 Seminar in Value Development in Early Childhood (S; 3)**

In-depth research, seminar presentations, and discussion of transmission of values in the family, in day care centers, and in the cultural milieu, particularly in early childhood. Enrollment is limited to 20 students.

Th., 4:30 - 6:15

John R. McCall, S.J.

**Ed 542 Principles of Behavioral Counseling (S; 3)**

Theory and application of behavior modification processes to needs of individuals in counseling and educational settings.

F., 4:30 - 6:15

Albert R. Jurgela

**Ed 543 Case Studies - Diagnosis: Childhood**

Prerequisite: Ed 440 and either Ed 443 or Ed 444 or Ed 446.

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision. Offered 1974 - 1975

**Ed 544 Case Studies - Diagnosis: Adolescence**

Prerequisite: Ed 440 and Ed 443 or Ed 444 or Ed 446.

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision. Offered 1974 - 1975

**Ed 545 Seminar in Communication in Counseling (S; 3)**

A seminar devoted to verbal and non-verbal aspects of communication in the interview and in groups accompanied by intensive laboratory experience in conducting and analyzing experiments in communication.

Th., 4:30 - 6:15

William C. Cottle



**Ed 547 Personality Development and Mental Health of the Child (F; 3)**

The psychodynamics of personality development in the normal child will be reviewed as background for a consideration of the social, psychological, and familial characteristics of the urban poor. Emphasis is placed on the motivational structure and value system of the disadvantaged child and their implications for counselors and teachers in the urban schools. Laboratory experience in observation, application of principles to corrective or preventive needs of elementary school children.

F., 4:30 - 6:15

Bernord A. O'Brien

**Ed 549 Abnormal Psychology for Counselors (S; 3)**

Prerequisite: Consent of James F. Moynihan, S.J.

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. For people with an extensive background in psychology such as counseling majors or psychology majors. Laboratory experience in observation in mental health settings.

Th., 4:30 - 6:15

James F. Moynihan, S.J.

**Ed 561 Research Evaluation and the Formulation of Public Policy (F; 3)**

This course will deal with the conceptual, theoretical and methodological issues underlying the use of social science research and evaluation studies in informing public policy, case studies at the Federal, state and local levels in which evaluation or research data have been used to justify new programs or to terminate old ones will form the basis of analysis for the course.

M., 4:30 - 6:15

George F. Modous

**Ed 580 Teaching Strategies II (S; 3)**

Prerequisite: Ed 496 or the equivalent

A continuation of the offerings described in Ed 496.

Th., 4:30 - 6:15

Th., 7:00 - 8:30

To Be Announced

**Ed 581 Educational Programming of Children with Special Learning Needs (F, S; 3)**

A workshop for special class and regular teachers and school administrators concerned with the educational needs of handicapped children. Considers national trends and implementation of the revised regulations of the Massachusetts Department of Education with concern of the role of each participant in the education with special educational needs.

By Arrangement

The Department

**Ed 582 Braille, Deaf-Blind I (S; 0)**

Grade II (literary) Braille, including teaching braille reading and preparation of instructional materials.

W., 12:30 - 2:30

Ouido Morris

**Ed 583 Braille, Deaf-Blind II (S; 0)**

Continuation of Ed 582

By Arrangement

To Be Announced

**Ed 584 Student Teaching: Peripatology (S; 3)**

This is the second of three Practicum phases for students in the Peripatology program. Under close supervision, the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies and in the community.

By Arrangement

The Department

**Ed 585 Seminar in Peripatology (S; 3)**

Included are intensive reviews of discussions of problems of particular concern to students in special education or rehabilitation. Sessions for Peripatology students include demonstrations of materials and resources in such areas as sensory training (e.g., sound, motor behavior, etc.), concept formation, and special orientation.

F., 1:00 - 4:00

The Department

**Ed 586 Braille Mathematics (S; 2)**

Prerequisite: Ed 486 or proficiency in Grade II Braille

Nemeth Code of Braille Mathematics including Preparation of instructional materials in Nemeth Code.

Jan. 29 - March 22, T. and Th., 2:30 - 4:00

Ouida Morris

**Ed 588 Teaching Strategies for Visually Handicapped (S; 3)**

Specialized strategies for teaching blind and partially seeing students at elementary and secondary levels.

Jan. 29 - March 22, T. and Th., 4:20 - 6:15

Ouido Morris

**Ed 590 Teaching the Mentally Retarded Child (S; 3)**

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources. Emphasis is placed on the teaching of the young educable mentally retarded of the elementary school age level.

W., 4:30 - 6:15

Lowrence Gomes

**Ed 591 Teaching the Mentally Retarded Adolescent (S; 3)**

Considers all phases of educating mentally retarded adolescents including problems encountered in special classes of secondary schools. Special consideration given to work-study programs and cooperating sheltered workshops.

Th., 4:30 - 6:15

Roger W. Brown

**Ed 592 Remediation: Learning Disabilities (S; 3)**

Prerequisite: Ed 493; Ed 494

Translating diagnostic information into effective educational programs for children with learning problems. The teacher will learn to perform an educational evaluation and to incorporate this information into a multi-disciplinary picture of the child's strengths and deficits. Special remediation approaches will be presented.

W., 7:00 - 8:45

To Be Announced

**Ed 593 Introduction to Language Disorders (S; 3)**

Prerequisite: Ed 493 or the equivalent.

The study of the development of receptive and expressive language in children. Based on the development of normal children, this course will explore dysfunctions of language which interfere with normal learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed.

W., 7:00 - 8:30

Anthony Boshir

**Ed 594 Analysis of Visual Skills (F; 3)**

Approaches vision as a complex set of learned skills. Will introduce teachers to the nature of the visual demands made upon students in the classroom and will equip the teachers to modify instructional approaches in terms of the student's abilities to meet these demands.

M., 7:00 - 8:30

Lowrence MacDonald

**Ed 595 Meeting Needs of the Trainable Mentally Retarded Child (S; 3)**

This course is concerned with curriculum content, physical facilities, and teaching procedures used for the trainable mentally retarded in school and other settings.

M., 7:00 - 8:30

To Be Announced

**Ed 596 Psycho-Social Development and Adjustment (S; 3)**

This course is designed to consider the handicapped person from the standpoint of emotional and intellectual factors, cultural influences and interpersonal relationships. Consideration is given to the handicapped person generically and also to specific parameters - adventitiously blinded, congenitally blind, child, adolescent, adult, elderly, partially sighted, and multiply handicapped.

W., 4:30 - 6:15

Donold Ropp

**Ed 597 Guided Studies in Special Education and Rehabilitation (F, S; 1 - 6)**

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem regarding handicapped children, youth, or adults. Credits to be determined.

By Arrangement

The Department

**Ed 599 Teaching the Emotionally Disturbed Child (S; 3)**

Methods and materials designed to meet the specific learning problems of emotionally disturbed children. Consideration is given to the organization and planning of learning experiences; classroom management; etc.

M., 4:30 - 6:15

Philip DiMattio

**Ed 602 History of Ancient and Medieval Education (F; 3)**

Educational history from Classical Greece to the Renaissance.

Th., 4:30 - 6:15

Edward J. Power



**Ed 603 History of Modern Education (S; 3)**

History of European education from the fourteenth through the nineteenth century.

W., 4:30 - 6:15

Edword J. Power

**Ed 620 Seminar in Secondary Education (F; 3)**

A review and discussion of significant problems in American secondary schools as they relate to curriculum and instruction. This course is specifically designed for students in Plan A of the MAT - MST Program.

W., 4:30 - 6:15

Edword Smith

**Ed 621 Diagnostic and Remedial Techniques in Reading (S; 3)**

Prerequisite: Ed 421 or Ed 521

Topics to be covered are common remedial difficulties, evaluative procedures, and principles of remedial teaching.

T., 4:30 - 6:15

Fronces Powell

**Ed 623 Urban Education: Programs, Methods and Materials (S; 3)**

Educational methods and curriculum development for the inner-city child at different maturational levels: organization and planning of instructional activities; selection and preparation of materials; use of resources; selection of equipment; records and reports.

W., 4:30 - 6:15

Charles F. Smith, Jr.

**Ed 624 Production of Instructional Materials (F; 3)**

An intensive workshop analysis of basic principles of design and use of graphics. Demonstration and use of equipment for producing varied instructional materials including mounted still pictures, overhead transparencies, slides, filmstrips, 8mm and 16 mm films; slide-tape presentations, bulletin board displays and feltboard applications. Students will demonstrate ability to utilize basic equipment and methods for the creation of instructional materials. Individual student projects in film-making and transparency-making will be required.

T., 4:30 - 6:15

Fred J. Pulo

**Ed 625 Organization and Administration of the Media Center (S; 3)**

Includes classifying assigning subject headings and cataloging printed library materials and non-print instructional materials; making author, title and subject cards, as well as analytics and other added entries; purchase of library cards. Designed to teach the place and purpose of media center (library) in the school, its objectives and organization. Includes study of media standards, cost of starting and maintaining a media center; use care, repair and circulation of all materials, the training of student assistants.

T., 4:30 - 6:15

Glen Cook

**Ed 626 Seminar in the Psychology of the Young Child: Play and Self-Concept (F; 3)**

Seminar discussion and independent study will investigate theory and research on play and its relationship to the development of self-concept, cognitive skills and creativity in young children. Practicum will consist of semester-long teaching involvement in one center to develop competencies in observation of children's behavior, in the analysis and guidance of children's play, and in the analysis, selection and use of materials to develop the child's self-concept, cognitive skills and creativity.

W., 4:30 - 6:15

Evo A. Neumonn

**Ed 627 Linguistics for Teachers (F; 3)**

An introduction to linguistics and its application to the analysis of modern American English. The content focuses specifically on ways in which linguistic theory influences curriculum and instructional practices and materials in language arts programs.

T., 4:30 - 6:15

John F. Sovoge

**Ed 630 Theology/Religious Education (F; 3)**

A seminar designed for candidates for the M.Ed. in Religious Education. The work of leading thinkers on religious education is examined to uncover the theological concepts which undergrid their theories.

Th., 4:30 - 6:15

Carl Armbruster

**Ed 640 Counseling and Therapy in Groups (F, S; 3)**

Prerequisite: Consent of William C. Cottle

A consideration of the principles and techniques of group counseling and therapy involving an analysis of current concepts and procedures of various approaches to group dynamics. Taught as a practicum.

Fall W., 7:00-8:45

Bernord A. O'Brien

Th., 7:00-8:45

Kothleen Murphy, O.P.

Spring W., 7:00-8:45

Bernord A. O'Brien

Th., 7:00-8:45

Kothleen Murphy, O.P.

**Ed 641 Behavior Disorders in Childhood and Adolescence**

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Field visits and observation in selected community youth agencies.

Offered 1974-1975

**Ed 642 Introduction to Play Therapy (F; 3)**

Theoretical approach to play therapy as a treatment process with elementary or pre-school children. Limited laboratory or pre-practicum experience.

By Arrangement

To Be Announced

**Ed 644 Dynamic Psychology of Individual Behavior for Counselors (F; 3)**

The driving forces of human nature. Emphasis on the counseling and clinical implication of the affective and cognitive dynamics, needs, emotions, attitudes, values and their relation to personality and character development and integration. Laboratory experience in developing a psychohistory.

W., 4:30-6:15

James F. Moynihan, S. J.

**Ed 645 Trait-Factor-Self Theory (F; 3)**

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities, and self-concept. Psychological areas such as learning theory, personality theory and motivation are synthesized to promote articulation of a professional frame of reference for the counseling psychologist. Term project: synthesis and documentation of sources of each counselor's personal frame of reference for counseling.

M., 4:30-6:15

William C. Cottle

**Ed 646 Beginning Counseling Practicum (F, S; 3)**

Prerequisite: Consent of William C. Cottle

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at a level in which the counselor expects to work.

Fall, M., 4:30-6:15 George F. Lowlor, S.J.

T., 4:30-6:15 Bernord A. O'Brien

W., 4:30-6:15 Albert R. Jurgelo

Th., 4:30-6:15 Alice Jeghelion

Spring, M., 4:30-6:15 Bernord A. O'Brien

W., 4:30-6:15 To Be Announced

Th., 4:30-6:15 To Be Announced

F., 4:30-6:15 Alice Jeghelion

**Ed 647 Practicum in Child Guidance (F, S; 3)**

Prerequisite: Consent of William C. Cottle

A practicum at the elementary school level for candidates who have completed course work for the master's degree.

Fall, T., 4:30-6:15 To Be Announced

Spring, F., 4:30-6:15 Francis J. Kelly

**Ed 649 Practicum in Play Therapy (S; 3)**

Application of principles of play therapy under supervision in actual work with young children.

By Arrangement

To Be Announced



# 102 / Description of Courses

## EDUCATION

### **Ed 663 Projective Tests and Individual Personality Assessment (F; 3)**

*Prerequisite:* Consent of Instructor.

Individual personality assessment of children and adolescents, through the use of projective tests such as the Rorschach, Thematic Apperception Test, Children's Apperception Test, drawing tests, and other instruments. Students will gain experience in administration, scoring and interpretation of test results and case report writing.

Th., 4:30-6:15

Normon Cohen

### **Ed 664 Design of Experiments (S; 3)**

*Prerequisite:* Consent of Instructor.

An introduction to the design of experiments. Topics covered include threats to internal and external validity, experimental and quasi-experimental designs, randomization procedures and sampling.

M., 4:30-6:15

Peter W. Airosion

### **Ed 665 Interest and Personality Inventories – Theory and Practice (F; 3)**

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

Offered Fall, 1974

### **Ed 666 Simulation Models in Behavioral Research (3)**

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working on small teams, students will produce a simulation system of some complex process.

Offered 1974-1975

### **Ed 667 Introduction to Multivariate Statistical Analysis (S; 3)**

*Prerequisite:* One year of statistics or the equivalent

Topics include multivariate distributions, correlation, regression canonical correlation, discriminant function, and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

Offered 1974-1975

### **Ed 668 Topics in Multivariate Statistical Analysis (S; 3)**

*Prerequisite:* Ed 667 or equivalent.

Multivariate analysis of variance, factor analysis and rotation, and model building are among the advanced multivariate statistical topics dealt with. A professional-level paper using multivariate procedures will be written.

Offered 1974-1975

### **Ed 669 Psychometric Theory (F; 3)**

*Prerequisite:* Consent of Instructor.

Study of the theoretical concepts and statistical techniques involved in psychological testing and the measurement of mental traits. Attention is given to special problems in reliability, validity, item analysis composite scores and norming.

Offered 1974-1975

### **Ed 680 Evaluation and Guidance of Exceptional Children (S; 3)**

Concerned with tests and measurements as employed with exceptional children. Also considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

T., 4:30-6:15

Bruce Cushno

### **Ed 681 Psycho-Social Problems of the Mentally Retarded (S; 3)**

An advanced course concerned with the impact of mental retardation on the family and community as related to learning and adjustment in the educational, vocational and social sphere.

M., 4:30-6:15

Jeon MocCubrey

### **Ed 682 Administrative Internship: Multihandicapped (F, S; 6)**

Two different five-week internships with an area coordinator for deaf-blind services. Students will serve as administrative assistants and participate in planning and evaluating programs and in any other capacity determined by the coordinator. Limited to students in the deaf-blind program.

By Arrangement

Katherine Best

### **Ed 683 Internship: Peripatology (S; 3)**

Upon successful completion of the first two Practicum phases, the student is assigned to an agency or school for a teaching experience under the supervision of the cooperating agency or school as well as the faculty of the Practicum section of the Peripatology Program.

By Arrangement

The Department

### **Ed 684 Student Teaching: Handicapped (F, S, Summer; 6)**

Students in Special Education programs will have 10 weeks of student teaching in their area of special interest preceded by special clinical and teaching experiences in other areas of exceptionality. Students in the Visually Handicapped and Deaf-Blind programs should contact the coordinator of their own programs for details.

By Arrangement

The Department

### **Ed 685 Multidiscipline Approach to Mental Retardation (F, S; 3)**

Taught by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities.

F., 10:00-11:45

Jeon MocCubrey

### **Ed 686 Internship Seminar: Multihandicapped (S; 3)**

*Prerequisite:* Ed 682

Following the administrative intern experiences, the students will participate in an intensive evaluation seminar.

By Arrangement

Katherine Best

### **Ed 687 Research in Special Education (S; 3)**

Designed for advanced graduate students interested in developing a thesis or dissertation topic. Issues, problems, controversies in the education of exceptional children will be discussed. Consideration will be given to identifying a researchable special education topic, reviewing the literature relative to the topic, designing a study and proposal writing.

Th., 4:30-6:15

Lowrence Gomes

### **Ed 690 Seminar in Multidisciplinary Management Strategies (S; 3)**

*Prerequisite:* Ed 685

Presupposes high level of professional competence of each student in his own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline.

Th., 10:00-11:45

Jeon MocCubrey

### **Ed 691 Curriculum Planning for Exceptional Children (F; 3)**

Includes a study of curricula design and the curricula used to meet the educational needs of handicapped children.

T., 4:30-6:15

Lowrence Gomes

### **Ed 692 Administering Special Education Services (F; 3)**

*Prerequisite:* Introductory course in school administration.

Considers the administration of the broad spectrum of Special Services afforded to handicapped children and the administrative structures under which such services were afforded.

M., 4:30-6:15

Lowrence Gomes



**Ed 694 Problems in Administration: Special Education and Rehabilitation (S; 3)**

.01 considers recent administrative problems related to the task of providing special educational services for exceptional children.  
 .02 concerned with current problems related to administrative programs concerned with the rehabilitative services.

M., 7:00-8:30, 01

Lowrence Gomes

By Arrangement, 02

To Be Announced

**Ed 697 Seminar in Curriculum Problems: Education of Exceptional Children (F; 3)**

For advanced Master's degree or C.A.E.S. candidates who desire to seek solutions for a specified problem. The problem will be announced before registration.

By Arrangement

The Department

**Ed 706 Philosophy of American Education (F; 3)**

An advanced course concentrating on the educational theories of pragmatism and realism.

T., 4:30-6:15

Pierre D. Lombert

**Ed 720 Curriculum Development for Better Schools (F; 3)**

Theories, models and instrumentation for curriculum development and evaluation, preschool-grade 12; students are expected to engage in a significant, practicable curriculum development project as a functional course experience.

W., 4:30-6:15

Kothorine C. Cotter

**Ed 721 Curriculum Development in Secondary Education (S; 3)**

A study of the purposes and the planning of the curriculum: establishing educational goals for the total school and individual subjects; selecting and organizing learning experiences; the curriculum making process: who does what, when, research activities, evaluation. Examination of new patterns of curriculum organization such as the application of insight from team teaching, from individually prescribed instruction; of basic methodology; meaningful reception learning (Ausubel) and guided discovery (Bruner).  
 M., 4:30-6:15

To be Announced

**Ed 722 Research in Reading (F; 3)**

The objective of this course is to be able to read research with understanding, the emphasis being on research in reading. Concepts studied will be those necessary for this basic understanding. No prior knowledge of statistics is necessary.

Offered in Fall 1974

Fronces Powell

**Ed 723 Urban Education: Inner-City Practicum (F, S; 3)**

Prerequisite: Consent of Program Coordinator.

The specific nature of the practicum depends upon the background, the experiences and the professional goals of the candidate. The specific practicum will be determined by the candidate and his advisor. The practicum includes both a close working relationship with a faculty member (who is himself engaged with inner city residents), schools, and/or institutions.

By Arrangement

Chorles F. Smith, Jr.

**Ed 724 Media Specialist Practicum (F, S; 3)**

An intensive study of the functioning of a media center. Students will be assigned to media centers in local school systems and will work on specific problems under the supervision of the coordinators of the Media Specialist Program and the local media center.

By Arrangement

Fred J. Pulo

**Ed 725 Internship in Science Education (F, S; 3)**

A specialized program designed for doctoral candidates with an emphasis on science education. Direct involvement will be provided in one or more of the following: undergraduate methods courses, supervision of student teacher, research and development, consultation and in-service education. The program affords practical experience in the area in which each candidate anticipates involvement upon completion of the degree.

By Arrangement

George T. Lodd

**Ed 727 Seminar in Science Education (I & II) (F, S; 3)**

Restricted to individuals who have a science education emphasis to their graduate programs. Implications of current problems, issues and research in science education will be investigated.

M., 6:30-8:15

George T. Lodd

**Ed 731 Theory and Practice in Religious Education (S; 3)**

A seminar designed for candidates for the M.Ed. in Religious Education. Students, individually, or in teams, may study a theoretical (theological or educational) question, investigate a practical issue (e.g. evaluation of texts and programs), and make field trips. Presentations may be made by students, guest lecturers, or both.

Th., 4:30-6:15

Corl Armbruster

**Ed 753 Federal Funding and Local School Operation (Summers; 3)**

The purpose of this course is to examine sources of federal and state funds available to educational institutions, public and private, as well as the issues raised by the implications of funding, such as: the shortage of qualified staff to implement new programs, local autonomy vs. categorical aid, general aid vs. categorical aid with respect to innovation and/or improvement in educational opportunities. Topics will vary to include a study of most recent legislation and issues resulting therefrom. Students will have opportunities to acquaint themselves thoroughly with guidelines through the writing of individual proposals requesting grants.

To Be Announced

**Ed 755 Educational Leadership (S; 3)**

Presentation of trait-, group-, and situation-theories of leadership. Exploration of the relationship of the above to social theories of action and human relations, with emphasis on the role of leader in the educational enterprise. Development of an outline of a leadership training program for the student of administration.

T., 4:30-6:15

Edword J. Norton, S.V.D.

**Ed 758 The Law and Non-Public Education (S; 3)**

A survey of current legal concepts concerning the operation of church-related and private educational institutions in such areas as organizational structure, contractual obligations, tort liability, etc. Extensive discussion of the administrative implications of significant state and federal court decisions.

Offered 1974-1975

Stephen F. Rooch

**Ed 759 Massachusetts Education Law (S; 3)**

A detailed examination of the current law relating to education in the Commonwealth. Will consider the applicable general and special laws, significant state and federal court decisions, and opinions of the state Attorneys General.

M., 4:30 - 6:15

Stephen F. Rooch

**Ed 763 Rorschach Testing (S; 3)**

Prerequisite: Ed 663 and/or consent of instructor

The clinical use of the Rorschach Test for personality assessment of children and adults.

Th., 4:30-6:15

Normon Cohen

**Ed 770 Introduction to American Higher Education (S; 3)**

A study of the major historical and theoretical developments in colleges and universities beginning with Plato's Academy, with special emphasis given to the evolution of American higher education.

Th., 4:30-6:15

Chorles M. Stonton

**Ed 771 Organization and Administration of Higher Education (F; 3)**

Introduction to administrative theories in higher education; principles of organization; locus of decision-making, institutional characteristics.

W., 4:30-6:15

Evon R. Collins

**Ed 772 Student Personnel Programs in Higher Education (F; 3)**

An interdisciplinary study and analysis of campus student personnel services and programs, their organization and administration.

M., 4:30-6:15

Mory T. Kinnone

**Ed 773 College Teaching (F; 3)**

A review of college teaching and examination of the ways the college teacher functions in the classroom. Analysis of principles and procedures which may contribute to the teacher's effectiveness.

T., 4:30-6:15

Evon R. Collins



# 104 / Description of Courses

## EDUCATION

### Ed 774 Introduction to Community-Junior College I (F; 3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

T., 4:30-6:15

Michael Anello

### Ed 775 Seminar in Institutional Research and Planning (S; 3)

An examination of the role and scope of institutional research in higher education. Special emphasis will be on institutional policy development, finance, physical facilities, students, curriculum, personnel and the communications systems.

T., 4:30-6:15

John Bolin

### Ed 777 The Idea of a University (F; 3)

This seminar will examine, compare and discuss the role of colleges and universities through literature. The authors whose works will be studied include: Newman, Kerr, Hutchins, Goodman, Wolf, and Taylor.

Th., 4:30-6:15

Charles M. Stonton

### Ed 778 Theories in Student Personnel (S; 3)

An intensive introduction to the literature in student personnel. Basic concepts, philosophies, and current research in the field will be studied.

W., 4:30-6:15

Mary T. Kinnone

### Ed 779 Higher Education in Other Nations (S; 3)

To understand the nature of university systems and to study the relationship of higher education and society in a number of selected countries.

Th., 4:30-6:15

Michael H. Anello

### Ed 791 Projects in Special Education and Rehabilitation (F, S; 1-3)

Open to advanced graduate students only. Credits to be determined. By Arrangement

The Department

### Ed 800 Readings and Research in History and Philosophy of Education (F, S; 3)

Open only to advanced students in History and Philosophy of Education, with the approval of the chairman of the History and Philosophy of Education program.

By arrangement

The Department

### Ed 802 Seminar in the Philosophy of Education (S; 3)

Open only to doctoral students in History and Philosophy of Education.

T., 4:30-6:15

Pierre D. Lambert

### Ed 803 Seminar in the History of Education (S; 3)

Open only to doctoral students in History and Philosophy of Education.

M., 4:30-6:15

Edward J. Power

### Ed 820 Projects in Curriculum and Instruction (F, S; 3)

Prerequisite: Consent of Program Coordinator

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

By arrangement

The Department

### Ed 840 Individual Psychological Testing Theories

Examination of theories of individual psychological testing with a number of the most commonly used instruments. Limited laboratory experience.

Offered 1974-1975

### Ed 841 Seminar in Evaluation in Counseling (S; 3)

Prerequisites: Ed 440, Ed 441 and Ed 465

Consideration of principles of evaluation and measurement as applied to special problems in guidance and counseling psychology. Research and reports on selected problems.

Th., 4:30-6:15

Kenneth W. Wegner

### Ed 842 Seminar in Counseling Theory and Research (F; 3)

An examination of current hypotheses and theories in guidance and counseling psychology to assist the advanced graduate student to evaluate them toward inclusion in his developing frame of reference. Research and reports on selected problems.

T., 4:30-6:15

Kenneth W. Wegner

### Ed 843 Seminar in Vocational Development (S; 3)

A study of the relation of career development to general development and life choices. Intensive review and discussion of theory and research in career development. Optional participation in current research.

M., 4:30-6:15

Kathleen Murphy, O.P.

### Ed 844 Seminar in Counseling Supervision (S; 3)

Prerequisite: Consent of William C. Cottle in advance.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

T., 4:30-6:15

William C. Cottle

### Ed 845 Seminar in Pupil Personnel Services Below the College Level

Problems in organizing and administering pupil personnel services in grades K-12. Designed for the advanced graduate student planning to become a director of guidance or school administrator.

Offered 1974-1975

### Ed 846 Advanced Counseling Practicum (F, S; 3)

Prerequisite: Consent of William C. Cottle

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program.

Fall, M., 4:30-6:15 Kenneth W. Wegner

W., 4:30-6:15 To Be Announced

Spring, M., 4:30-6:15 Kenneth W. Wegner

T., 4:30-6:15 Francis J. Kelly

W., 4:30-6:15 Bernard A. O'Brien

### Ed 849 Supervised Field Work in Counseling Psychology (S; 3)

Prerequisite: Ed 846 and consent of Kenneth Wegner

One hundred and fifty clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions and in staff conferences.

W., 4:30-6:15

Kenneth W. Wegner

### Ed 851 Administrative Case Studies (F; 3)

Prerequisite: Prior approval of Instructor

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

Th., 4:30-6:15

Donald T. Donley

### Ed 852 Administrative Communication (F; 3)

Presentation of introductory materials on mathematical, social-psychological and linguistic-anthropological theories of communication with a view to the syntactic, semantic, and pragmatic dimensions of each. Treats sender-receiver appraisal, coding, distortion, channels, network, gatekeeping and feedback. Derived from the above, a synthesis of the communication process as a fundamental tool of the school administrator at any level.

W., 4:30-6:15

Edward J. Norton, S.V.D.

### Ed 853 Seminar in Financing and Business Managing of Schools (S; 3)

Prerequisite: Ed 452

This seminar will consider in depth the major current sources of school financial aid: local, state and federal. Special emphasis on the evaluation of the current state aid and federal programs. Will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.

Th., 4:30-6:15

John B. Chaffee



**Ed 855 Administrative Behavior (S; 3)**

Will study the feasibility of administrative theories for the practitioner and offer opportunities for the practitioner to develop his own administrative theory. All administrative behavior is examined against major administrative theoretical frameworks.

W., 4:30-6:15

Donold T. Donely

**Ed 856 The School as a Community Institution (F; 3)**

Presentation of school as a sub-system within society, pointing up the political, economic, social, value, and cultural forces affecting local school systems. Investigation of various types of response by school systems with emphasis on the community-school notion.

M., 4:30-6:15

Edward J. Norton, S.V.D.

**Ed 857 School Plant Planning and Operation (F; 3)**

Will consider criteria for adequate school plants; building operation and management; the relation between the educational problem and the related school facilities; site selection and development; building layout; financial problems. Special emphasis on the evaluation of existing school plants. Visits to new school buildings of special interest.

M., 4:30-6:15

Donold T. Donley

**Ed 859 Projects in Administration and Supervision (F, S; 3)**

Under the direction of a faculty member, who serves as Project Director, each student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only.

By Arrangement

The Department

**Ed 860 Survey Methods in Social and Educational Research (S; 3)**

Prerequisite: one year of statistics

The design of surveys, including sampling theory, the development of survey instruments, training of interviewers, interviewing, coding, data reduction, data analysis, and report writing.

Offered 1974-1975

**Ed 861 Seminar on the Measurement of Human Intelligence (S; 3)**

Prerequisite: consent of Instructor.

Topics include the historical background, method of investigation, general theories of intelligence, determiners of intelligence and the structure of intelligence.

Th., 4:30-6:15

George F. Modous

**Ed 862 Seminar on Educational Measurement (S; 3)**

Prerequisite: consent of Instructor

Individual and/or group projects on measurement theory and scaling practices.

Offered 1974-1975

**Ed 863 Internship in Educational Research (F, S; 1-3)**

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conduct, analysis and reporting phases of one or more projects relating to the evaluation of educational programs.

By Arrangement

The Department

**Ed 864 Seminar on Internship in Educational Research I (F; 3)**

Prerequisite: open only to students enrolled in Ed 863

Introduction to the theory and practice of educational research.

By Arrangement

The Department

**Ed 865 Seminar on Internship in Educational Research II (S; 3)**

Prerequisite: Ed 863.

Continuation of Ed 864.

By Arrangement

The Department

**Ed 871 Issues in American Higher Education (S; 3)**

Examination of some of the major issues confronting American higher education, and of proposals for their resolution. Consideration of problems in such areas as institutional management as well as in the field of social policy.

T., 4:30-6:15

Evon R. Collins

**Ed 872 College Student Personnel Policies and Practices (S; 3)**

A case study approach to the problems and issues facing those involved in working with students and student life.

M., 4:30-6:15

Mory T. Kinnone

**Ed 873 Seminar in Curriculum of Higher Education (F; 3)**

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.

Th., 4:30-6:15

Michael H. Anello

**Ed 874 Introduction to Community-Junior College II (S; 3)**

Continuation of Ed 774 with emphasis given to issues in the structure, personnel, and administration of the community-junior college.

W., 4:30-6:15

Michael H. Anello

**Ed 875 Seminar in Current Problems in Higher Education (S; 3)**

Certain critical problems in higher education will be identified, analyzed, and discussed by seminar members.

M., 4:30-6:15

Charles F. Donovan, S.J.

**Ed 876 The Finance of Higher Education: An Overview (F; 3)**

An examination of the sources and uses of funds in higher education. Emphasis is on financial management: planning, budgeting, cost control, fund raising and reporting systems.

M., 4:30-6:15

Thomos Lelon

**Ed 877 The College, Courts and the Law (3)**

A review of recent court cases affecting higher education with particular emphasis to students, faculty, administration and programs utilizing the case study approach.

To be offered in 1974-1975

Lester E. Przewlocki

**Ed 881 Seminar in Special Education (S; 3)**

Designed for advanced doctoral students. Concerned with specific problems related to the education of exceptional children as the need and interests of the students dictate.

F., 4:30-6:15

Lowrence Gomes

John Junkolo

**Ed 891 Seminar in Rehabilitation (S; 3)**

For advanced doctoral students. Permits students to meet with and discuss specific rehabilitation problems with specialists in the field of Rehabilitation from agencies and other university programs.

By Arrangement

To Be Announced

**Ed 910 Projects in Educational Psychology (F, S)**

Open to advanced graduate students only. Credits to be determined.

By arrangement

The Department

**Ed 911 Cognitive Processes and Education (F; 3)**

Prerequisite: Admission by consent of the instructor.

An analysis of the theories and recent research on the development and function of cognitive processes, and their relationship to educational practice. The development of perceptual and intellectual systems, concept formation, information processing, planning behavior, the development of language, problem-solving, and creativity will be emphasized.

Th., 4:30-6:15

John F. Trovers

**Ed 914 Theories of Instruction (F; 3)**

Prerequisite: Admission by consent of the instructor.

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies, such as Bruner, Ryans, Flanders, and other contemporary theorists.

M., 4:30-6:15

John S. Docey

**Ed 917 Seminar in the Methods of Educational Psychology (S; 3)**

Prerequisite: Admission by consent of the instructor.

This course is intended for those nearing completion of doctoral study. The seminar will attempt to synthesize the student's understanding of the relationships between philosophy and methodology in the various areas of the field. Emphasis will be placed on the approaches of psychological research to the major sources of concern in education today, preparing the student to more effectively plan and carry out his or her own dissertation. Not restricted to Educational Psychology majors.

T., 4:30-6:15

To be announced



# 106 / Description of Courses

## FINE ARTS

### Ed 951 Pre Internship in Educational Administration (Summers; 3)

The pre-internship program is offered each summer for a period of six weeks concurrent with the Boston College Summer Session. It is required for doctoral-level students who have been accepted into an internship (Ed 958) for the academic year. The experiences are designed to allow the intern to develop competencies which he will need to begin the internship work in the fall.

Vincent C. Nuccio

### Ed 952 Seminar in Problems of School Administration (F, S; 3)

Guided study and discussion of significant problems confronting the school administrator of today. Individual and group projects require extensive reading in current professional literature as well as considerable time in field visitations. This seminar is reserved for doctoral students in residence.

F., 9:00-11:00

William M. Griffin

### Ed 953 Supervision II (S; 3)

A course designed for administrators interested in knowing how to assess needs for change and how to stimulate the public, the policy-making board, and the staff to plan and effect these changes. Feed-back systems appropriate to various administrative levels are studied and simulated.

M., 4:30-6:15

William M. Griffin

### Ed 954 Administration of the Local School System (F; 3)

Prerequisite: prior approval of Instructor

Will consider the duties and problems of the local administrator in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.

W., 4:30-6:15

Stephen F. Roach

### Ed 956 Legal Aspects of Educational Administration II (S; 3)

Prerequisite: Ed 456 or equivalent

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decisions made at the superintendent and/or building principal level.

An advanced course-to follow Ed 456-for building principals, superintendents, and central office personnel.

T., 4:30-6:15

Stephen F. Roach

### Ed 958 Internship in Educational Administration (F, S; 3)

Doctoral level students will have a clinical type experience in an administrative role in an urban or suburban school system or other appropriate educational organization, or, in contracted services in the Center for Field Research and School Services. The intern will be in an operational decision-making capacity under the direct supervision of an experienced school administrator or project leader, and will (1) submit a role proposal, progress reports, and a summary report, (2) be responsible for reading a prepared list of references, and (3) participate in a weekly on-campus seminar in problems encountered.

By Arrangement

Vincent C. Nuccio

### Ed 960 Analysis and Design of Educational Research (F, S; 3)

Prerequisites: Ed 460 or Ed 461, Ed 363 and Ed 364 or equivalent and at least one other Education Research course or permission of the Instructor.

This course is intended to cover topics of validity, reliability, design of research, planning procedures, proposal writing, PERT analysis, budgeting for research programs and quantitative treatments of research data.

Fall:	M., 4:30-6:15	Peter W. Airasian
	T., 4:30-6:15	John A. Jensen
Spring:	M., 4:30-6:15	Ernest A. Rokow
	T., 4:30-6:15	John A. Jensen

### Ed 961 Projects in Educational Research and Measurement (F, S; 1-3)

Open to advanced students only. Credits to be determined.

By Arrangement

To Be Announced

### Ed 971 Seminar in Administration of Higher Education (S; 3)

Prerequisite: Ed 771

A systematic consideration of the major areas of responsibility faced by the academic administrator: principles and practices are developed through case studies and characteristic problems.

W., 4:30-6:15

Evon R. Collins

### Ed 972 Colloquium: Student and Campus Cultures (F; 3)

Prerequisite: Ed 772 and the approval of the Professor.

A study of the student and campus cultures and the diverse influences which affect the life of the student.

W., 4:30-6:15

Mary T. Kinnone

### Ed 981 Supervised Internship: Special Education and Rehabilitation (F, S; 1-3)

Students serve as interns in local state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.

For advanced graduate students

By Arrangement

The Department

### Ed 975 Internship in University Administration (F, S; 3, 3)

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of his activities.

By Arrangement

Michael H. Anello

### Ed 976 Internship in Student Personnel (F, S; 3, 3)

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel situations with staff supervision.

By Arrangement

Mory T. Kinnone

### Ed 977 Internship in Community-Junior College (F, S; 3, 3)

For doctoral students in community-junior college only. Field experience in an appropriate two-year educational institution or organization.

By Arrangement

Michael H. Anello

### Ed 978 Reading and Research in Higher Education (F, S; 3)

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.

By Arrangement

The Department

### Ed 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Fine Arts (Fa)

### Fa 031 Art Workshop I (F, S)

This course will provide both an academic and creative approach to drawing and painting, with elementary and advanced theory of design. The first semester will concentrate on drawing and the theory of design, composition and organization. The second semester will be devoted to the use of various media; oil, painting, watercolor, pastel, conte crayon, and introduction to modeling in clay. (Retroactive credit for Art W I will be granted upon completion of Art W II. This course does not carry credit applicable to the requirements for a degree).

Two 75-minute periods per week for two semesters. Students completing this course will be allowed to apply for Art Workshop II.

By arrangement

Allison Mocomber



**Fa 032 Art Workshop II (F, S; 3)**

Extension of Drawing and Painting I, with more advanced projects in drawing, painting, and modeling. Introduction to other media; etching, plaster and bronze casting, firing of terra cotta, and some ceramics. (3 credits will be granted upon satisfactory completion of the entire year's work.)

By arrangement

Allison Mocomber

**Fa 033 Art Workshop III (F, S; 3)**

Those students who have completed Art Workshop II may apply for Art Workshop III, with advanced projects involving the media in which they have specialized. (3 credits will be granted upon satisfactory completion of the entire year's work.)

By arrangement

Allison Mocomber

**Fa 034 Art Workshop IV (F, S; 3)**

Extension of Art Workshop III, with more advanced projects involving the media in which the students have specialized. Students are integrated with the group in Art Workshop III, and also have the opportunity to practise-teach in Art Workshop I and II. Art Workshop is prerequired (except in special cases where the prerequisites have been adequately met.) (3 credits will be granted upon satisfactory completion of the entire year's work.)

By arrangement

Allison Mocomber

**Fa 041 Visual Workshop I (F; 3)**

This is a cooperative and active investigation into the rich and diverse domain of visual experience. Many media and approaches are explored, models used, and imagination encouraged.

Cecil Wylde

**Fa 042 Visual Workshop II (S; 3)**

This is a continuation of Fa 041 but may be elected independently subject to approval of the instructor.

Cecil Wylde

**Fa 050 Art, Myth, and Society (S; 3)**

Art does not exist in a vacuum, but it is rather a mirror of society's most intimate concerns. It determines and is determined by culture's unique perception of reality. This course will focus on the interplay between Art, Philosophy, Religion, Society, Technology, and Politics. Primary emphasis will fall on the visual arts. Cultures examined: Prehistoric and Primitive Cultures, Dynastic Egypt, Classical Greece, Imperial Rome and Renaissance Italy. To be announced

**Fa 062 Critical Approaches to the Understanding of Art (F, S; 3, 3)**

This course will begin with a consideration of the significant schools of criticism: the Formal, Social, and Psychological, and their application to individual works of art. Other course topics include the various functions of art (art as magic, art as structure, etc.) and the relationships between art and philosophy.

John H. Boker

**Fa 071 Visual Analysis I (F, S; 3, 3)**

A course in the art of appreciation. The emphasis is on the skills needed in reading drawing and painting. The students will be asked to participate in visual exercises designed to increase their critical abilities.

Jeon Lozinski

**Fa 060 History of Ancient, Medieval and Renaissance Art (F; 3)**

After a brief survey of Egyptian, Mesopotamian and Aegean Art, the classic periods of Greece and Rome will be studied, followed by an analysis of medieval art from its origins in the early Christian era to the Gothic period, and of the Renaissance from its beginning in the fifteenth century to the early sixteenth century.

To be announced

**Fa 061 The Arts Since the Renaissance (S; 3)**

A study of the High Renaissance and Mannerism in sixteenth century Italy; the spreading of the Italian Renaissance tradition throughout Europe in the seventeenth and eighteenth centuries, leading to a brief survey of the artistic trends of the nineteenth and twentieth centuries.

John H. Boker

**Fa 080 History of Architecture (S; 3)**

The evolution of architectural styles in the Western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced its development.

Josephine von Henneberg

**Fa 170 The Art of the Ancient World: Crete and Greece (F; 3)**

From the time of the Labyrinth-Palace of Crete to the construction of the Acropolis in Athens, the basic principles of Western Art were defined establishing the aesthetic traditions on which our visual experience is based. The purpose of this course is to trace this development and to discuss the nature of "Beauty" as understood by Western man.

Jeon Lozinski

**Fa 171 The Art of the Ancient World: Rome (S; 3)**

The Art of Rome will be studied in its social and economic context with reference to similar developments in the contemporary world. This course will cover the period from Rome's mythological beginning to the rule of Constantine the Great and the rise of Christianity.

Jeon Lozinski

**Fa 178 Romanesque and Gothic Art (S; 3)**

An examination of the major works of architecture, sculpture, stained glass and illuminated manuscripts in Western Europe from the eleventh through the fourteenth century.

Jeon Lozinski

**Fa 181 The Age of Baroque (S; 3)**

The arts as a symbol of power: the splendor of Baroque Rome as created by the artist of the Popes, and the grandiose classicism of Versailles under Louis XIV.

Josephine von Henneberg

**Fa 182 Art in America (F; 3)**

A study of the evolution of the Arts in America from the Colonial period to the present.

Josephine von Henneberg

**Fa 184 The Age of Leonardo, Michelangelo and Raphael (S; 3)**

The "High Renaissance" lasted only a short while, but it produced artists of such unqualified excellence that the age became known through history as one of the high points of civilization. The lives and works of these men will be examined in detail, with the social-historical conditions that made their development possible.

Josephine von Henneberg

**Fa 160 XIX Century Art (F; 3)**

A study of the evolution of style and content in art from 1770 to 1890. Emphasis will be given to French painting, but major figures in Germany and America will also be considered.

John H. Boker

**Fa 161 XX Century Painting, Sculpture & Arch. (S; 3)**

A study of the major radical styles in art from 1900 to the present. Special emphasis will be given to Fauvism, Cubism, Surrealism, and Abstract Expressionism.

John H. Boker

**Fa 163 Art Since 1945 (F; 3)**

A study of the history of painting and sculpture from 1945 to the present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the surrealist tradition.

John H. Boker

**Fa 174 Architecture of the XX Century (F; 3)**

The twentieth century has produced works of lasting magnificence based on a new technology and aesthetic. This course will show how artists such as Frank Lloyd Wright, Mies van der Rohe, Le Corbusier, Nervi and Saarinen employed these revolutionary concepts to create modern architectural masterpieces.

Jeon Lozinski

**Fa 180 The Arts of the Renaissance (F; 3)**

The painting, sculpture, architecture of the Renaissance in Italy will be studied from the early XV century in Florence to the XVI century in Rome. The lives and works of the principle artists will be discussed and their relationship to the patronage of the Medici, the Popes and the princely Courts in Northern Italy.

Josephine von Henneberg

## English (En)

**En 001-002 Freshman English (F, S; 3, 3)**

The general aim is to train the student in the imaginative uses of language through disciplined reading and frequent writing assignments. The student may elect each semester any one of the following versions of the course: Writing and Rhetoric, Survey of English Literature, Literary Analysis, Poetry and Drama, Prose Fiction, Theme.

The Department



## 108 / Description of Courses

### ENGLISH

#### En 090 English For Foreign Students (F, S; 3, 3)

Repeated Fall and Spring semester. Four hours of class, four hours of language laboratory, two hours of tutoring required. Open to undergraduates, graduate students, teaching assistants, faculty, and other interested people on campus. Pronunciation, listening, writing, and reading of English for use in the college community in which the students must operate.

Raymond Biggar

## UNDERGRADUATE ELECTIVE COURSES

#### En 103.01-104.01 Introduction to English Studies (F, S; 3, 3)

This section is primarily an introduction to English literary history and to the discipline and methodology of literary history. The principal English authors and works from Beowulf to Yeats, in chronological order constitute its subject matter.

Robert Reiter

#### En 103.02-104.02 Introduction to English Studies (F, S; 3, 3)

This section is designed to train students in reading literary texts of different genres and from different periods and to discover some of the connections among them. Fall term will consist of detailed analysis of lyric poems by Shakespeare, Donne, Marvell and Milton, Shakespeare's *Othello*, Milton's *Paradise Lost*.

Donald Gertmenian

Michael Jones

#### En 103.04-104.04 Introduction to English Studies (F, S; 3, 3)

This section will take as its topic Studies in the Greater English Renaissance. The year will be divided into roughly three areas of investigation: I. Some versions of tradition – an investigation of similarities and differences within and between groups of poems spanning a period from Wyatt to Johnson; II. The perilous balance: heroic ideals and “th’expense” of love – studies in Ben Jonson, Spenser, Shakespeare, Dryden, Sidney and Donne; and III. Some versions of pastoral – studies in Marlowe, Sidney, Donne, Marvell, Milton, Pope and Shakespeare.

Alan Weinblatt

#### En 110 Creative Writing: The Craft of Fiction (F; 3)

A workshop aimed at developing the student's ability to write fiction.

Leonard Casper

#### En 112 Creative Writing: The Art of Fiction (S; 3)

An extension of En 110, though that course is not prerequisite.

Leonard Casper

#### En 113 Drama Survey I (F; 3)

Survey of Drama I purports to explain the rise of Western Drama in Greece, its collapse by the time of the barbarian invasion, its new beginning in Medieval Drama especially in England, and the beginning of the Elizabethan Drama in England up to but not including Shakespeare.

John Fitzgerald

#### En 114 Drama Survey II (S; 3)

Survey of Drama II purports to explain the rise of Neo-Classical Drama in France; eighteenth century drama in England; and nineteenth century drama in Continental Europe and the British Isles.

John Fitzgerald

#### En 118 Comparative Renaissance Literature (S; 3)

Selected readings in the intellectual history and the literature of the West from about 1100 up to the Elizabethan period in England.

Thomas Hughes

#### En 128 Shakespeare I (F; 3)

A study of the Histories and Comedies, with detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo and Juliet* and *Twelfth Night*.

P. Albert Duhamel

#### En 129 Shakespeare II (S; 3)

A study of the Tragedies and Romances, with detailed analysis of the texts of *Hamlet*, *King Lear*, *Macbeth*, *Anthony and Cleopatra* and *The Tempest*.

P. Albert Duhamel

#### En 130 Shakespeare Survey I (F; 3)

A study of the canon of histories and comedies, from 1590-1600.

Joseph Longo

#### En 131 Shakespeare Survey II (S; 3)

A study of the canon of tragedies and romances, from 1600-1610.

Joseph Longo

#### En 132 Shakespeare & His Contemporaries I (F; 3)

A study of four to six comedies by Shakespeare and six to eight by his contemporaries, arranged in pairs or trios for comparison.

Joseph McCafferty

#### En 133 Shakespeare & His Contemporaries II (S; 3)

Chronologically arranged pairings of four to six tragedies by Shakespeare with an equal number of tragedies by his contemporaries.

#### En 136 Milton II (S; 3)

Fairly detailed consideration of *Paradise Lost* and, secondarily, of *Paradise Regained* and *Samson Agonistes*.

Edward Hirsh

#### En 139 Renaissance and 17th Century Poetry (F; 3)

A reading of individual poems, and an exploration of developments in the style of lyric poetry from Sidney to Marvel.

Donald Gertmenian

#### En 140 Major Seventeenth Century Authors I (F; 3)

Readings in the major poets (e.g., Donne, Marvel, Dryden), prose writers (e.g., Browne, Bunyan) and dramatists (e.g., Jonson, Webster, Ford, Congreve) of the period 1600-1700.

Robert Reiter

#### En 141 Major Seventeenth Century Authors II (S; 3)

Readings in the major poets (e.g., Donne, Marvel, Dryden), prose writers (e.g., Browne, Bunyan) and dramatists (e.g., Jonson, Webster, Ford, Congreve) of the period 1600-1700.

Robert Reiter

#### En 144 Literature & Science in the Eighteenth Century (F; 3)

Traces the impact of science on literature during the period when modern science began its meteoric rise in England. Readings in Dryden, Swift, Addison and Steele, Pope, Young, Cowper, Blake, etc.

Daniel McCue

#### En 145 Literature & Science in the Eighteenth Century II (S; 3)

Traces the impact of science on literature during the period when modern science began its meteoric rise in England. Readings in Dryden, Swift, Addison and Steele, Pope, Young, Cowper, Blake, etc.

Daniel McCue

#### En 148 English Novelists I (F; 3)

An attempt to suggest the range of English fiction of the 18th and 19th centuries in a selection of significant works.

#### En 149 English Novelists II (S; 3)

A study of Jane Austin and the Brontes.

#### En 150 The Romantic Movement in England I (F; 3)

Major figures of the movement. The first semester will concentrate on Romantic theories of art, the poetry of William Blake, William Wordsworth and Samuel Taylor Coleridge, with some attention to the fiction of Walter Scott.

John Mahoney

#### En 151 The Romantic Movement in England II (S; 3)

Major figures of the movement. The second semester will focus on the poetry and theory of Lord Byron, Percy Bysshe Shelley and John Keats and on the literary criticism of William Hazlitt.

John Mahoney

#### En 152 Four Romantic Poets (F; 3)

A study of Wordsworth, Coleridge, T.S. Eliot and Wallace Stevens as poets of process.

Alan Weinblatt

#### En 153 Studies in Romantic Theory (S; 3)

The topic for the semester will be “The Romantic Hamlet and the Modern Leef,” a study of the philosophical and literary assumptions behind nineteenth century fascination with Shakespeare's play.

Alan Weinblatt

#### En 154 Victorian Studies I (S; 3)

A sampling of the literary variety, genres and major authors, of the Victorian age.

Francis McDermott

#### En 163 Studies in Twentieth Century Fiction (S; 3)

A study of some effective modern experiments in narrative techniques. Readings in Barnes, Ashbery, Nabokov, Borges, Beckett, Robbe-Grillet, Cortazar, Barth, Bartheleme and Coover.

Andrew Von Hendy



**En 166 Modern Drama I (F; 3)**

Selected representative plays of Ibsen, Strindberg, O'Neill, Shaw, Miller and Williams. *Clara Siggins*

**En 167 Modern Drama II (S; 3)**

A study in depth of Theatre of the Absurd, through a close reading of plays of Beckett, Albee, Genet, Ionesco, Pinter and Wedekind. *Clara Siggins*

**En 168 The Irish Renaissance I (F; 3)**

A course designed to consider the relationship between Irish literature and Irish nationalism primarily during the nineteenth century. *Adele Dalsimer*

**En 175 Modern Poetry I (F; 3)**

A study of the English and American poets who established the "modernist" movement; Eliot, Pound, Frost, Williams, Stevens, etc. *Clara Siggins*

**En 176 Modern Poetry II (S; 3)**

Critical analysis of poems of Empson, Lowell, Kunitz, Ignatoro, Sexton and other contemporaries. *Clara Siggins*

**En 177 Studies in the Novel I (F; 3)**

A study of the English novelist's vision of life from the eighteenth century to Joseph Conrad at the end of the nineteenth. Works of DeFoe, Fielding, Austen, Thackeray, Dickens, Eliot, Conrad. *John Sullivan*

**En 178 Studies in the Novel II (S; 3)**

A study of the English novelist's vision of life in the twentieth century, in works of Conrad, Ford, Joyce, Waugh, Forster, Caryl. *John Sullivan*

**En 180 Film and Fiction (F; 3)**

Through comparison and contrast of film and books using the same narrative the course tries to suggest some of the properties of film and fiction. Content includes, *The Informer*, *The Grapes of Wrath*, *Jules and Jim*, *The Overcoat*, *All the King's Men*, *The Diary of a Country Priest*, and *Last Year at Marienbad*. *Paul Doherty*

**En 182.01 Major American Writers I (F; 3)**

Four major writers of "The American Renaissance," Hawthorne, Melville, Thoreau and Whitman. *Cecil Tate*

**En 182.03 Major American Writers (F; 3)**

The Mosaic myth and the pursuit of the American Dream as chronicled by advocates and adversaries. Authors studied will include Hawthorne, Twain, Thoreau, Fitzgerald, Dreiser, Capote, Steinbeck, and Hannibal. *John McAleer*

**En 182.04 Major American Writers I (F; 3)**

A study of the American literary tradition as it developed in the 19th century. Readings in the major Transcendentalists (Emerson, Thoreau), poets (Whitman, Dickinson), writers of romantic fiction (Poe, Hawthorne, Melville), realistic writers (Twain, James). *John Rondall*

**En 182.05 Major American Writers I (F; 3)**

"The American Literary Renaissance." A study of the distinctive literary forms which develop out of the 19th century American experience. Preliminary discussion of Emerson, Thoreau, and Poe. Intensive discussion of selected major works by Melville and Hawthorne. Extensive discussion of the poetic careers of Whitman and Dickinson. *Dennis Taylor*

**En 183.01 Major American Writers II (S; 3)**

Four major "modern" writers; James, Eliot, Hemingway and Faulkner. *Cecil Tate*

**En 183.04 Major American Writers II (S; 3)**

Readings in authors of the twentieth century. *John Randall*

**En 183.05 Major American Writers II (S; 3)**

Imagination and Reality in 20th century American literature. Extensive discussion of works by Henry James and Wallace Stevens. Applications made to various modern American poets; Eliot, Pound, Frost and more recent experimental poets. *Dennis Taylor*

**En 183.06 Major American Writers II (S; 3)**

Imagination and Reality in 20th century American literature. Extensive discussion of works by Henry James and Wallace Stevens. Applications made to various modern American poets: Eliot, Pound, Frost and more recent experimental poets. *Dennis Taylor*

**En 190.01 The Rediscovery of Myth (F; 3)**

A study of the renewed interest in myth, with particular emphasis on the theories of Carl Jung, and their applicability to literary analysis. *Richard Hughes*

**En 194 Advanced Rhetoric (S; 3)**

A number of attitudes toward rhetoric studied in their own historical contexts, and provides opportunities to emulate and criticize these different rhetorics. Subject covered will include classical rhetoric, Renaissance rhetoric, rhetoric and empiricism, Rhetoric and psychology, the "New Rhetoric" and Rhetoric and Phenomenology. Each student will write six papers, and these papers will provide the central focus of the course. *Paul Doherty*

**En 204 Writing Poetry (S; 3)**

A workshop in the composition of poems. *Mark Gibbons*

**En 205 Readings in the Eighteenth Century Novel (S; 3)**

The early novel will be read primarily with the purpose of answering some questions about the readers demands that its subject and format be satisfied. The novels required will be *Moll Flanders*, *Clarissa*, *Fanny Hill*, *Rasellas*, *Jonathan Wild*, *Gulliver's Travels*, *Northanger Abbey*. *Mark Gibbons*

**En 206 Restoration and Eighteenth Century Drama (F; 3)**

The major dramatists of the period - Davenant, Dryden, Etherege, Wycherly, Congreve, Goldsmith, Sheridan, and Fielding - with emphasis on the types of drama in which the period excelled. *All for Love*, *The Way of the World*, *School for Scandal*, *The Rivals*, *The Beggar's Opera* are among plays to be discussed. *Julie Price*

**En 207 Eighteenth Century Satire (S; 3)**

Studies in major satirists of the late 17th and early 18th centuries; Dryden, Swift, Pope, etc. *Julie Price*

**En 209 American Fiction Since 1850 (F; 3)**

Readings in Salinger, Updike, Bellow, Barth, Vonnegut, Pynchon, Brautigan and Barthelme. *Leonard Casper*

**En 210 American Drama Since 1950 (S; 3)**

The course will examine disparate plays on each of several current socio-spiritual problems. Readings in Gelber, Kopit, Schisgal, Vonnegut, Elder, Baldwin, Jones, Hawkes, Berrigan, Lowell, Garson. *Leonard Casper*

**En 211 The Matter of the Red Man (F; 3)**

The American Indian, most malleable of literary properties, studied as he runs the gauntlet of caucasian caprice from the days of the captivity narratives through the works of Morton, Freneau, Irving, Cooper, Crockett, Bird, Simms, Parkman, Jackson, Twain, Beston, Edmonds, Guthrie, and Richter. *John McAleer*

**En 213 Romanticism in the Later Nineteenth Century (S; 3)**

The core of the readings will be in the prose writings of Carlyle, Ruskin, and Arnold, and in the poetry of Tennyson and Arnold. *John McCarthy*

**En 214 Modern American Fiction (F; 3)**

A study of the Jazz Age, the Great Depression and the post-world-war II period in an attempt to show how the life-styles of each era found embodiment in artistic form. Readings in Fitzgerald, O'Neill, Hemingway, Faulkner, Dos Passos, Steinbeck, Wright, Ellison, Heller, etc. *John Randall*

**En 215 The Literature of Utopia (S; 3)**

Selected literature of the American Thirties. A study of attitudes toward society and politics found in representative American writers of the Thirties, and an attempt to study the question of whether social relevance and aesthetic worth in literature are necessarily incompatible. Readings in John Dos Passos, John Steinbeck, Richard Wright, Clifford Odets, and others. *John Randall*



# 110 / Description of Courses

## ENGLISH

### En 217 - (Classic 217) The Ancient Epic (S; 3)

A reading in translation of Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*. Lecture and discussions. Eugene Bushalo

### En 218 Studies in Pastoral (S; 3)

An exploration of how a vision of living in nature can express special possibilities of being human. Selections from *The Bible*, Renaissance lyric poems, *King Lear* and *The Winter's Tale*, poems by Wordsworth and Frost, Faulkner's *The Bear*.

Donold Gertmenian

### En 219 The Variety of Literature: The Genres (F; 3)

An examination of the distinctions among the wide variety of genres in prose and verse. Francis McDermott

### En 220 The Irish Renaissance II (S; 3)

The major Irish writers of the Twentieth century considered in relation to their social and political environments.

Adele Dolsimer

### En 221 Contemporary American Poetry (F; 3)

The course will work through close attention to the individual poems and the poetic development of a number of contemporary American Poets. Initial emphasis will be placed on the work of Robert Lowell and Alan Ginsberg. From there we will examine in rigorous but less voluminous detail the works of poets including: A.R. Ammons, Richard Howard, James Dickey, James Merrill, John Berryman, Robert Creeley, Gregory Corso, Elizabeth Bishop, Sylvia Plath, Anne Sexton, Richard Wilbur, Randall Jarrell and others.

Mork Gibbons

### En 222 Classical Perspectives in Continental and English Literature (F, S; 3, 3)

A reading of Greek dramatic authors in English translation with study of literary, historical, mythological, and philosophical questions relevant them.

Corl Thoyer, S.J.

### En 225 Creative Writing: Fiction (S; 3)

The course will provide opportunities for students to write short fiction and to receive critical comment from the class as work is in progress as well as when it is finished. The instructor will work as a member of the class.

John Sullivan

## ELECTIVE COURSES OPEN TO BOTH GRADUATES AND UNDERGRADUATES

### En 305 The Arthurian Legend (F; 3)

Traces the legend through the mythology, pseudo-history, and romance of medieval English and Continental literatures.

Charles Regon

### En 308 Chaucer II: Canterbury Tales (F; 3)

Fairly detailed reading of the text of the *Canterbury Tales*, and assigned reading in Chaucer's *Troilus* and *Criseyde*, in Chaucer criticism and in the late medieval English background.

Edward Hirsh

### En 309 Contemporaries of Chaucer (F; 3)

A study in depth of the three major contemporaries of Chaucer, the Gawain-poet, Langland and Gower.

Charles Regon

### En 310 Early Medieval Literature (F; 3)

Readings (in modern translations) of formative works of the so-called Dark Ages: Augustine, Boethius, *Beowulf*, Bede, *The Song of Rolond*, Icelandic sagas, Old Irish and Old Germanic legends and heroic narratives.

Robert Reiter

### En 311 Early Middle English (S; 3)

The reading of documents of the Post-Conquest period, up to about 1350.

Charles Regon

### En 312 The Fifteenth Century (S; 3)

Literature from the death of Chaucer to the "death" of the Middle Ages. Readings in Lydgate, Hoccleve, James I, Hawes, Henryson, Dunbar, Douglas, Malory, etc.

Charles Regon

## GRADUATE COURSES

### En 700 Old English (F; 3)

Prose selections designed to enable the student to acquire a reading knowledge of Old English and to provide him with some background in the culture of the period.

Charles Regan

### En 701 Old English Epic (S; 3)

Intensive study of the chief Old English heroic poetry and readings in important Icelandic and Continental Germanic works.

Charles Regan

### En 704 Problems in Shakesperian Scholarship: Histories and Comedies (F; 3)

An attempt to demonstrate and summarize the current state of scholarship concerning Shakespeare's plays written between 1589 and 1602.

P. Albert Duhome

### En 705 Problems in Shakesperian Scholarship: Tragedies and Romances (S; 3)

An attempt to demonstrate and summarize the current state of scholarship concerning Shakespeare's plays written between 1601 and 1612.

P. Albert Duhome

### En 709 The Enlightenment and English Literature (S; 3)

Pope, Swift, Burke, and Johnson — the achievement of four major writers in poetry, satire, oratory and criticism. The course will deal with key works of each figure as well as with the philosophical and historical backgrounds of English neoclassicism.

John Mohoney

### En 711 English Novel I (F; 3)

The course offers a representative selection of 18th century English fiction through a detailed analysis of the required texts: *Moll Flonders*, *Roxonno*, *Clorisso*, *Joseph Andrews*, *Tom Jones*, *Tristrom Shandy*, *Humphrey Clinker*, *Mansfield Park*.

### En 712 English Fiction II (S; 3)

A study of 19th-century English novelists that will attempt both to analyze certain novels in detail and to establish thematic, conceptual, and aesthetic trends in fiction of this period. The reading will include; *Emmo*, *Wuthering Heights*, *Oliver Twist*, *Bleok House*, *Henry Esmond*, *Middlemarch*, *The Egoist*, *The Moyor of Costerbridge*, *The Secret Agent*, *A Passage to Indio* and R.R. Leavis's *The Great Troidion*.

### En 713 English Romanticism I (F; 3)

Studies in the development of the new poetry of early nineteenth century England. Special emphasis on the theories of art, on the poetry of Blake, Wordsworth, and Coleridge, with some attention to the fiction of Scott. The course will also consider contemporary developments in painting.

John Mohoney

### En 714 English Romanticism II (S; 3)

Further studies in Romanticism with special emphasis on the poetry and theory of Byron, Shelley, and Keats and on the literary criticism of Hazlitt. The concern of the artist with the possibilities and limits of vision will be a particular concern.

John Mohoney

### En 715 Romanticism in the Later 19th Century (S; 3)

An effort to get at the essentials of romanticism by studying its transformations through the latter two-thirds of the century. The core of the readings will be the Victorian critic-prophets, Carlyle, Ruskin and Arnold, but a variety of other writers, artists and movements will be considered.

John McCorthy

### En 718 The American 1890's and 1920's (S; 3)

An attempt to evaluate the innovations made in two decades of experimentation. Novels and stories by James, Crane, Norris, Dreiser, and Kate Chopin; Anderson, Lewis, Hemingway, Dos Passos and plays by O'Neill.

John Rondoll

### En 724 Introduction to American Studies (F; 3)

A course designed primarily for candidates for the M.A. degree in American Studies. The purpose of the course is to introduce students to the most important interdisciplinary concepts employed by scholars writing on American culture today.

Cecil Tote



**En 726 Linguistics and Literature (S; 3)**

The course presents a theory of literary competence, analogous to the theory of linguistic competence developed by Noam Chomsky.  
Paul Doherty

**En 727 Modern Literary Theory (S; 3)**

The French symbolist background, the imagist movement, the theories of T.S. Eliot and I.A. Richards', recent post-Wittgensteinian aesthetics. Other writers to be read include Bergson, T.E. Hulne, Yeats, Pound, and Susanne Langer. Concentration will be on such problems as: (1) the relation of poetic language to ordinary language; (2) emotion and expression; (3) poetry and belief; (4) the relevance of aesthetic theory to practical criticism. William Youngwren

**En 729 English Drama to 1590 (F; 3)**

A study of the development of drama from its emergence in the quemquaeritis trope to the achievement of the Elizabethan stage.  
Joseph Longo

**En 730 Contemporary American Poetry (F; 3)**

The course traces formal innovations and their implications in the poetry of this century, in works of Crane, Williams, Stevens, Pound, Lowell and more recent poets.  
Leonord Cosper

**En 731 American Drama Since 1950 (S; 3)**

The course examines disparate plays in each of several current socio-spiritual problems, in order to discover by comparative analysis if a value system can be constructed which will satisfy simultaneously one's aesthetic expectations and one's habits of compassion. Texts will be plays of Gelber, Kopit, Schisgal, Vonnegut, Elder, Baldwin, Jones, Hawkes, Berrigan, Lowell, and Garson.  
Leonord Cosper

**En 733 Milton I (F; 3)**

A study of Milton's early poetry and selected prose, from the Latin *Elegies to the Reedy ond Easy Woy* (1660).  
Edward Hirsh

**En 734 Romanticism in American Literature (F; 3)**

American historical and philosophical romanticism, romanticism of sentiment and of the frontier, and Gothicism, studied in the works of Irving, Cooper, Hawthorne, Poe, Thoreau, Emerson, Melville, Stowe, Dickinson, and Whitman.  
John McAleer

**En 737 Victorian Poets (F; 3)**

A reading of the principal poems of Tennyson, Browning, Arnold, and Hopkins, and representative poems of Clough, Rossetti, Morris, Swinburne, Hardy and others.  
John McCarthy

**En 738 Jacobean Drama (S; 3)**

A study of the achievement of Jacobean tragedy. Primary attention will be given to the concept of tragedy as seen in Shakespeare, Jonson, Webster, Middleton, and Rowley.  
Joseph Longo

**En 739 The Writer and Society: Literature of the American Thirties (F; 3)**

A study of the social, political and economic ideas embodied in selected works of Nathanael West, John Dos Passos, Clifford Odets, John Steinbeck, William Faulkner, Ernest Hemingway, Thomas Wolfe, Richard Wright, in an attempt to discover whether social relevance and relevance and aesthetic worth are necessarily incompatible.  
John Rondoll

**En 741 Imagination & Poetic Language: Dryden to Johnson (F; 3)**

This course will study the ways in which philosophical theories of mind and language helped to shape the methods and tastes of the literary critics and the practice of poets, during the years 1660-1785.  
William Youngwren

**En 742 Literature & Theology in the Seventeenth Century (S; 3)**

A consideration of questions which arise about the relationships of belief and literary mode, of overt content and formal execution in works of Donne, Herbert, Milton, Browne, and Bunyan.  
Robert Reiter

**En 743 Studies in the 20th Century British Novel II (S; 3)**

An attempt to acquaint the student with the imaginary worlds, themes and experimental narrative methods of James Joyce, Vladimir Nabokov, and Samuel Beckett.  
Andrew Von Hendy

**En 799 Readings and Research (F, S; 3, 3)**

By arrangement  
The Department

**En 801 Thesis Seminar (F, S; 3, 3)**

By arrangement  
The Department

**En 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

**En 814 Renaissance and Method (F; 3)**

Some of the problems involved in defining a literary period, as well as the inter-relationship between literary method and literary style will be explored through the use of texts from Thomas More and Francis Bacon.  
P. Albert Duhomel

**En 816 Chaucer's Early Poetry (S; 3)**

A study of Chaucer's poetry from the *Book of the Duchess* through the *Legend of Good Women*, excluding the *Canterbury Tales* and focussed on problems of interpretation created by historical, cultural, textual and critical questions.  
Edward Hirsh

**En 817 Doctoral Seminar (S; 3)**

A study of the development of the English novel aesthetically and conceptually. The course will include readings from various critics from the 18th century to the present who have attempted to define the novel and, of course, various English novels written in the same period.

**En 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Film Study Program (Fm)

**Fm 101 Basic Film-Making (F, S; 3)**

A study of camera, editing, acting, directing, and story finding techniques applied to the making of films. Format will be exercises (with Super 8mm equipment), film screenings, and discussions. A film series is part of the course. Enrollment by consent of Instructor.  
August Jaccaci  
Lee Schiel

**Fm 103 Documentary Film Workshop (F; 3)**

The making and study of documentary films. A film series is part of the course.  
Lee Schiel

**Fm 104 Experimental Film Workshop (F; 3)**

The making and study of experimental films including a film series.  
Lee Schiel

**Fm 106 Animated Film Workshop (S; 3)**

A study of animation and the techniques of production to assist the making of animated films. A film series is part of the course.  
Lee Schiel

**Fm 107 Dramatic Film Workshop (S; 3)**

The making of dramatic films including scripting, acting and directing. A film series is part of the course.  
Lee Schiel

**Fm 110 Film, Media, and Art of the Future (F, S; 3)**

A workshop course on vision and the future using film photography, sound, and television for the creation and documentation of process works and/or think works.  
August Jaccaci

**Fm 111-112 Advanced Film-Making (F, S; 3, 3)**

An extension of the basic course with a similar format (using 16mm sound equipment) and more work on problems of discovery, narrative and characterization. A film series is part of the course. Enrollment by consent of instructor.  
August Jaccaci  
Lee Schiel



**Fm 131 The Western since 1945 (F; 3)**

Since the Western is a highly conventional medium, the course will begin with a study of its conventions. These are organized around the antipodal values of Puritan-Romantic. On the one hand there is the town which is law bound, restricted, cowardly, tempering but also refined, democratic and future oriented. On the other is the outlaw/Indian who is free and unrestrained but also brutal and vicious. In between there is the Westerner who has qualities of both camps — disciplined yet free. Other topics are the relationship of the Western to history and legend, the Western as myth, the nature of the hero and the meaning of violence in the Western.

*Herbert Ostrach*

**Fm 132 The Gangster Movie (S; 3)**

As an urban genre the gangster movie describes the experience and philosophy of the corner boy as no other genre did. It defines his situation as one in which only crime offers a way out of the stultification of working for the department. Then it describes the tension and fear that go with crime but also the hope against hope that culminates in death. The class will examine representative gangster movies concentrating on the big caper variant. Most of the reading will be in journals contemporary to the movies screened to get contemporary opinion or in sociological studies of the white urban experience.

*Herbert Ostroch*

**Fm 151 The Forties in Hollywood (F; 3)**

As a group the movies of the forties communicated a despair which is strange for a nation about to enter the placidity of the Eisenhower era. The hero was often a weakling and the heroine a hysteric. This is the period of glistening night scenes of shabby city streets and little people caught in absurd, tawdry situations. It is also the era of the woman's picture featuring a woman imprisoned by familial needs, condemned to a barren spinsterhood. On the other side of the coin is the war movies, propaganda side of the war effort and the re-burgeoning Western.

*Herbert Ostroch*

**Fm 152 Movie Comedy (S; 3)**

Movie comedy will be viewed from the perspective of types: satire, comedy of manners, farce, parody, romantic comedy, etc. The conventional and traditional forms and meanings of comedy will be discussed and representative films of the great comic masters: Chaplin, Keaton, Marx Brothers, W.C. Fields, etc.

*Herbert Ostroch*

## Geology and Geophysics (Ge)

An asterisk after a course title indicates that a course carries a laboratory fee.

**Ge 110 Introduction to Physical Geology\* (F; 4)**

An introduction to the operating concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. Two lectures, one seminar, and one two-hour simulated field trip per week. Intended for fulfillment of the science core requirement. *The Department*

**Ge 120 Introduction to Historical Geology\* (S; 4)**

A sequel to Ge 110, this course seeks to develop the geologic history of planet Earth, especially the United States and North America, and the plants and animals which have evolved upon its surface. The Audio-Tutorial format of simulated field trips will be used to visit representative or select areas. Two lectures, one seminar, and one two-hour simulated field trip per week. Intended for fulfillment of the science core requirement. *The Department*

**Ge 130 Physical Geology\* (F; 4)**

An accelerated introduction to the important geologic processes believed to be operating on land, in the Earth, in the seas, on the Moon, and elsewhere. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students.

*Robert E. Riecker*

**Ge 140 Historical Geology\* (S; 4)**

An intensive study of the development of the solar system, universe, and the Earth, including special reference data bearing upon the origin and evolution of life. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students.

*Robert E. Riecker*

**Ge 150 Introduction to Astronomy\* (F; 4)**

The study of the solar system with the sun, planets, satellites, comets, and meteors examined. Information about the composition and motion of the stars is obtained from stellar radiation. Identification and origin of the stars, constellations, galaxies is presented to develop a structure of the universe. Three lectures and one laboratory-conference per week. Intended for fulfillment of the core science requirement.

*Edward M. Brooks*

**Ge 160 Introduction to Oceanography\* (F; 4)**

Description and examination of the characteristics of ocean water and ice, waves, tides, ocean currents, the transportation of matter and heat in the sea, and origin of the ocean basins. Three lectures and one laboratory-conference per week. Intended for fulfillment of the core science requirement.

*The Department*

**Ge 170 Introduction to Meteorology\* (S; 4)**

Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and fronts, and weather modifications. Three lectures and one laboratory-conference per week. Intended for fulfillment of the core science requirement.

*Edward M. Brooks*

**Ge 175 The Environment I: An Interdisciplinary Approach (F; 3)**

This course is designed as an introductory course for students who wish to participate in the Environmental Concentration offered by the Boston College Environmental Center. The course will be team taught by an economist, a lawyer, a natural scientist and a social planner. Emphasis will be on the skills and methods which diverse disciplines bring to the solution of environmental problems and the manner in which these disciplines must interact to effect solutions.

*James W. Skehon, S.J.*

*William J. Duffy*

*Molcolm FitzPatrick*

*William F. M. Hicks*

**Ge 176 The Environment II: (S; 3)**

A continuation of Ge 175. A greater emphasis will be placed on examining specific environmental problems in the New England area.

**Ge 190 Origins of Man (F; 3)**

An introduction to the study of man as a biological creature. Organic in concept, this course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and *Homo sapiens*. One evening lecture per week.

*George D. Brown, Jr.*

**Ge 200 Mineralogy\* (F; 4)**

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and one laboratory per week.

*Priscillo Perkins*

**Ge 210 Optical Mineralogy\* (S; 4)**

Prerequisite: Ge 200.

Principles of optical crystallography and their application in the identification of minerals, especially silicates, with the polarizing microscope. Three lectures and one laboratory per week.

*Priscilla Perkins*

**Ge 225 Field Geology\* (F; 4)**

Prerequisites: Ge 130 and 140, or equivalent.

Skill in the systematic study of bedrock exposures is the primary objective of this course. Field and laboratory problems are designed to give the students a variety of experiences in field identification and investigation of rocks and rock bodies, bedrock mapping, and air photo interpretation. Several Saturdays during the first half of the term will be spent in solving field problems.

*David C. Roy*



**Ge 230 Stratigraphy and Sedimentation\* (S; 4)**

The sedimentary rock strata of the crust of the Earth will be studied in a systematic manner to develop principles of sedimentation and formation into rock layers. Sources of materials, methods and manner of transport, and depositional environments will be discussed. Concepts of time, time-rock and rock classifications will be examined to place these rock layer concepts into a framework whereby lithostratigraphic and biostratigraphic correlations can be made. Two lectures and one laboratory per week. Field trip and report.

George D. Brown, Jr.

**Ge 250, 251 Earth Science I & II (F, S; 3, 3)**

An activity based, individualized, self-paced course dealing with the basic concepts of the earth sciences. Special emphasis will be on Physical and Historical Geology. Three hours of lecture-laboratory each week for two semesters. Specifically directed toward the prospective teacher.

The Department

**Ge 286 Environmental Geology (S; 3)**

Prerequisite: Ge 130 or consent of Instructor.

A seminar to discuss a variety of environmental problems from the geologic point of view. Several case histories will be examined, with particular emphasis on the Colorado Plateau. Three lectures per week.

Priscillo Perkins

**Ge 290 Reading and Research in Environmental Geology (F, S; 3, 3)**

A study of some problem or area of knowledge in environmental geology.

The Department

**Ge 291 Reading and Research in Environmental Geophysics (F, S; 3, 3)**

A study of some problem or area of knowledge in environmental geophysics.

The Department

**Ge 292 Reading and Research in Geology (F, S; 3, 3)**

A study of some problem or area of knowledge in geology.

The Department

**Ge 293 Reading and Research in Geophysics (F, S; 3, 3)**

A study of some problem or area of knowledge in geophysics.

The Department

**Ge 294 Seminar in Geology (F, S; 1, 1)**

Preparation, analysis, and discussion of problems of current interest in geology.

The Department

**Ge 295 Seminar in Geophysics (F, S; 1, 1)**

Preparation, analysis, and discussion of problems of current interest in geophysics.

The Department

**Ge 305 Structural Geology\* (S; 4)**

Prerequisites: Ge 200; Mt 101; Ph 211, or equivalents.

Features of deformed rocks will be described and related to geotectonics. The origin and development of folds and faults will be analyzed in terms of field data, experimental data, and the principles of rock mechanics. The laboratory will include solution of fold and fault problems by graphical methods employed in field work. Two lectures and one laboratory per week.

E.G. Bombolokis

**Ge 307 Introduction to Engineering Geology (S; 3)**

Prerequisites: Ph 211 and Ge 305, or consent of instructor.

This course introduces students to engineering geology by studying the principles and techniques of soil and rock mechanics in engineering practices. Several problems frequently encountered in engineering geology, and case histories, will be analyzed. Specific problems examined will include those of slope stability, landslides and rockslides, foundation requirements, ground subsidence, rock bursts, vibration-induced failures, and peaceful applications of nuclear explosions.

Two lectures per week.

E.G. Bombolokis

**Ge 310 Petrography\* (F; 4)**

Prerequisite: Ge 200 or equivalent.

Training in the identification and classification of igneous, metamorphic, and sedimentary rocks in hand specimen and thin-section. Three lectures and one laboratory per week.

J. Christopher Hepburn

**Ge 330 Principles of Paleontology\* (S; 4)**

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. Two lectures and one laboratory per week.

George D. Brown, Jr.

**Ge 340 Seminar in Regional Geology (S; 2 or 4 credits)**

Prerequisite: consent of the instructor.

A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

The Department

**Ge 350 Regional Geology of North America (S; 3)**

Prerequisites: Ge 130, 140 or equivalent.

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Two lectures per week. Readings, oral and written reports and 2 weekend field trips.

James W. Skehon, S.J.

**Ge 360 World Climate and Life (S; 3)**

This course is offered to students concerned with the environment. Climate, which controls much of our natural environment, is examined and discussed. The effects of climate on vegetation, agriculture, water resources, transportation, communication, housing, health, and air pollution will be considered.

Three lectures per week.

Edward M. Brooks

**Ge 376 The Geology in Outer Space (S; 3)**

Recent manned and unmanned space programs have greatly expanded our knowledge of the moon and nearby planets. This course will examine the "geology and geophysics" of these bodies in light of this new data. Results from the Apollo program will be used to help develop a model for the evolution of the moon. The question of life on other planets, Mars and Venus particularly, will also be considered.

Three lectures per week.

J. Christopher Hepburn

**Ge 391 Introduction to Geophysics (F; 3)**

Prerequisites: Ge 130, 140; Mt 200-201; Ph 211-212.

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include; seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devone, S.J.

**Ge 440 Theoretical Structural Geology (F; 3)**

Prerequisite: Ge 305 or equivalent.

This course prepares the student to analyze the origin and development of rock structures in terms of basic scientific principles. Brittle and ductile behavior will be analyzed during treatment of the following topics: analysis of stress and strain; failure criteria; plasticity theory; pore pressure effects; and the frictional coupling of rock masses. Specific geologic examples will include the quantitative analysis of dike and sill formation, gravitational sliding, faulting, measurement of current tectonic stresses, and earthquake prediction.

Two lectures per week.

E.G. Bombolokis

**Ge 500 Potential Field Theory (F; 3)**

Prerequisites: Mt 300-301; Ph 211-212.

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered. Two lectures per week.

John F. Devone, S.J.

**Ge 505 Micropaleontology\* (F; 4)**

Prerequisite: Ge 330.

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms.

Two lectures and one laboratory per week. George D. Brown, Jr.



**Ge 510 Igneous and Metamorphic Petrology\* (S; 4)**

Prerequisites: Ge 310 or equivalent.

The origin and evolution of igneous and metamorphic rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Two lectures and one laboratory per week. *Priscillo Perkins*

**Ge 520 Sedimentary Petrology\* (F; 4)**

Prerequisites: Ge 130, 140, 310.

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary structure analyses to understand sedimentary provenance and depositional environments will be explored in both the lectures and laboratories. *Dovid C. Roy*

**Ge 530 Marine Geology (S; 4)**

Prerequisites: Ge 130, 140 or equivalent.

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Three lectures per week. *Dovid C. Roy*

**Ge 540 Sedimentary Geochemistry (S; 3)**

Prerequisites: Ge 130; Ch 109-110; Mt 100-101.

An introduction to the fundamentals of low-temperature inorganic geochemistry as applied to the formation of sediments and sedimentary rocks. The distribution of elements in the natural environment will be discussed. Elementary thermodynamics and pH-Eh relations will be used to understand processes and mineral assemblages found in natural aqueous systems.

Three lectures per week. *Dovid C. Roy*

**Ge 560 Physical Oceanography (F; 3)**

Prerequisite: Mt 200-201; Ph 211-212.

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered, with particular emphasis on the Gulf Stream.

Three lectures per week. *Edward M. Brooks*

**Ge 565 Meteorology (F; 3)**

Prerequisites: Mt 200-201; Ph 211-212.

The application of physical laws of thermal radiation, statistics, and dynamics of the atmosphere. Analysis and forecasting of weather in terms of general circulation on a hemispheric scale.

Three lectures per week. *Edward M. Brooks*

**Ge 580-581 Environmental Earth Science (F, S; 3, 3)**

This course is directed toward study of the environment with emphasis on earth science. Different topics will be studied each month; discussion, exchange of educational materials, and a field trip to an area relevant to the monthly topic will form the core of the course. Classes will meet bi-monthly from September to May in this NSF-funded, In-Service Institute for secondary earth science teachers. Participants are selected in accordance with NSF policies. *George T. Lodd*

**Ge 605 Geotectonics (S; 3)**

Prerequisites: Ge 305, 310, or consent of instructor.

A study of diastrophism, tectogenesis, epirogenesis, the evolution of fold mountain belts, and recent theories in geotectonics.

Three lectures per week. *J. Christopher Hepburn*

**Ge 610 Physical Sedimentation (F; 3)**

Prerequisites: Ge 130, Mt 100-101; Ph 211.

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations.

Three lectures per week. *Dovid C. Roy*

**Ge 640 Rock Mechanics (S; 3)**

Prerequisites: consent of instructor.

The principles of rock deformation will be stressed, with recent studies of rock mechanics problems incorporated in the analysis. The course will include practical applications of rock and soil mechanics for students interested in engineering geology and applied geophysics.

Two lectures per week.

*E.G. Bombolokis*

**Ge 641 Seminar on Structural Geology-Rock Mechanics (F; 3)**

Prerequisites: Ge 440 or Ge 640.

Topics selected from current literature will be critically examined and presented in seminar by the students. These topics will focus on basic problems in the fields of structural geology and rock mechanics. Included will be measurement of tectonic stresses, the importance of frictional stick-slip in the generation of shallow-focus earthquakes, strain analysis along the San Andreas fault, earthquake prediction, and the role of creep in the development of folds.

One meeting per week.

*E.G. Bombolokis*

**Ge 650 Regional Stratigraphy of New England (F; 3)**

Prerequisites: consent of the instructor.

Introduction to some of the major problems of the development of the basin of deposition in the New England area. Special emphasis will be given to an analysis of changes in sedimentation and volcanic activity in 3-dimensions through time, to develop correlations and interpretations of the environment of deposition.

Two lectures per week.

*James W. Skehon, S.J.*

**Ge 655 Structural Geology and Petrology of New England (S; 3)**

Prerequisites: Ge 230, 310.

The structural, metamorphic, and plutonic development of the deformed mountain belt of New England will be studied. Special attention will be given to nappe structures of central New England, mantled gneiss domes, the regional distribution of metamorphic zones, and plutonic and magmatic series. Large scale faults and other structures will be considered.

Two lectures per week.

*James W. Skehon, S.J.*

**Ge 660 Plate Tectonics (S; 3)**

Prerequisites: Ge 650.

This course will evaluate the theories of plate tectonics in the light of recent geological and geophysical data from North America and elsewhere.

Two lectures per week.

*James W. Skehon, S.J.*

**Ge 670 Seismology I (F; 3)**

Prerequisites: Ge 391 or consent of instructor.

A basic course in Seismology and the utilization of seismic waves for the study of the earth's interior. Topics include: seismic ray theory, construction and interpretation of travel-time curves, epicenter location, magnitude and intensity of earthquakes, models of the earth's interior based on seismic data.

Two lectures per week.

*John F. Devone, S.J.*

**Ge 671 Seismology II (S; 3)**

Prerequisite: Ge 670.

An advanced course in Seismology. Elastic wave theory applied to layered media, surface wave dispersion, earthquake source parameters and mechanisms; free oscillations of the Earth.

Two lectures per week.

*John F. Devone, S.J.*

**Ge 673 Geophysical Instrumentation (F; 3)**

Prerequisites: Ge 391 or equivalent.

Various geophysical instrumentation systems used in observation and interpretation of geophysical phenomena are discussed. Experiments with such instrumentation systems will be conducted at Weston Geophysical Observatory.

Two lectures per week.

*The Department*



**Ge 674 Geophysical Data Processing (S; 3)**

Prerequisites: Ge 670, 675 or equivalent.

Brief review of probability models and theory is presented in relation to numerical, counting, and graphical techniques used in various geophysical interpretations and research. The measurements of speed, analysis of residuals, missing values, quality to fit, etc., are discussed. The role of the computer in data analysis forms an integral part of the subject matter.

Two lectures per week.

The Department

**Ge 675 Exploration Geophysics (S; 3)**

Prerequisites: Ge 130, Mt 200-201; Ph 211-212.

A practical course in geophysical exploration. Topics include: seismic, magnetic, gravimetric, and electromagnetic techniques; theory, instrumentation and data reduction associated with each method. Field work with appropriate instrumentation.

Two lectures per week.

John F. Devone, S.J.

**Ge 680 Gravity (S; 3)**

Prerequisites: Ge 391, 510.

Higher order theory of the figure of the Earth; calculation and interpretation of geoidal heights from surface and satellite data; theory and measurement of Earth tides, density distribution and elasticity of Earth's interior from satellite and surface measurements.

Two lectures per week.

John F. Devone, S.J.

**Ge 685 Geomagnetism (S; 3)**

Prerequisites: Ge 391, 510.

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

Two lectures per week.

John F. Devone, S.J.

**Ge 720 Physics of the Earth's Interior (S; 3)**

Prerequisites: Ge 670, or consent of instructor.

Survey of the interior of the Earth; constitution, structure and phase changes, thermal regime, elasticity and equation-of-state, electrical conductivity as revealed by physical measurements on the surface and laboratory samples. Discussion will include: results of regional and global seismology, heat flow, earth gravity, and magnetism.

Two lectures per week.

Doe-Hyun Chung

**Ge 790 Reading and Research in Environmental Geology (F, S; 3, 3)**

A study of some problem or area of knowledge in environmental geology.

The Department

**Ge 791 Reading and Research in Environmental Geophysics (F, S; 3, 3)**

A study of some problem or area of knowledge in environmental geophysics.

The Department

**Ge 794 Seminar in Geology (F, S; 1, 1)**

The preparation, analysis, and discussion of problems of current interest in geology.

The Department

**Ge 795 Seminar in Geophysics (F, S; 1, 1)**

The preparation, analysis, and discussion of problems of current interest in geophysics.

The Department

**Ge 798 Reading and Research in Geophysics (F, S; 3, 3)**

A study of some problem or area of knowledge in geophysics.

The Department

**Ge 799 Reading and Research in Geology (F, S; 3, 3)**

A study of some problem or area of knowledge in geology.

The Department

**Ge 801 Thesis Seminar (F, S; 3, 3)**

A research course under the guidance of a faculty member.

The Department

**Ge 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

The Department

**Ge 820 Solid-state Geophysics (S; 3)**

Prerequisites: Ge 670, or consent of instructor.

The ability to transform geophysical field observations into information regarding the composition, physical state, temperature, and pressure in the Earth's interior requires extensive laboratory studies on natural and synthetic materials at conditions of high temperature and pressure. This course studies modern theories and practices of solid-state science as applied to various topics in physical mineralogy and petrology. Topics include: lattice dynamics, thermal properties, phase changes, mechanics of material failure, creep, diffusion, magnetism, piezoelectricity, etc.

Two lectures per week.

Doe-Hyun Chung

## Germanic Studies (Gm)

Unless otherwise indicated, all courses are offered in German.

**Gm 001-002 Elementary German (F, S; 3, 3)**

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

**Gm 050-051 Intermediate German (F, S; 3, 3)**

Prerequisite: Gm 001-002, or its equivalent.

Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

**Gm 199 Intensive Reading Course in German (F; 0)**

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him with the ability to read general or specialized material in his own as well as related major fields. Note: No previous German is required for this course.

Robert Cohill

**Gm 201-202 German Composition and Conversation (F, S; 3, 3)**

This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course-work also includes: review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening-comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykmon

**Gm 204-205 German Literature in Crisis (F, S; 3, 3)**

Prerequisite: Gm 050-051, or its equivalent.

Reading and analysis of important works of modern German prose, poetry, and drama from 1890 to the post-World War II period. Discussion of the social and political background of the times. The impact of the two world wars. Authors to be studied include Hauptmann, Wedekind, Thomas Mann, Rilke, Hesse, Benn, Brecht, Kafka, Borchert, Böll, and Dürrenmatt.

Gert Bruhn

**Gm 210-211 History of German Literature (F, S; 3, 3)**

Prerequisite: Gm 050-051 (with an honor grade), or its equivalent.

An introduction to the study of German literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. A required course for German majors.

Offered biennially, 1974-1975

Robert Cohill



# 116 / Description of Courses

## HISTORY

### **Gm 223-224 The German Novelle (F, S; 3, 3)**

A critical study of the evolution and development of the Novelle as an independent genre from its inception with Goethe, through the nineteenth century with Brentano, Storm, Meyer, and including the modern period with Kafka, Thomas Mann, and Dürrenmatt.

Robert Cohill

### **Gm 234 One-Dimensional Society in Post-War German Theater (S; 3)**

The fascist experience and the East German socialist state have inspired post-war German dramatists of international repute such as Frisch, Dürrenmatt, Grass, Weiss, Hochhuth, and Handke to wrestle with the problems of freedom versus repression in past or present German (and non-German) societies.

Conducted in English.

Christoph Eykmon

### **Gm 242 Germany Today (F; 3)**

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics.

Conducted in English.

Christoph Eykmon

### **Gm 268 German Literature and Politics (S; 3)**

A close study of the role of politics and ideology in modern German literature from World War I to the present. Readings will include selected works by such authors as Remarque, Jünger, Brecht, Borchert, Grass, Hochhuth, Kipphardt, and Johnson.

Conducted in English.

Gert Bruhn

### **Gm 277 Hermann Hesse and the Modern Mind (F; 3)**

A critical analysis of the major novels of Hesse with a view towards understanding the current popularity of his prose among American students and its relevance to the contemporary scene in America. Readings will include *Beneath the Wheel*, *Demian*, *Steppenwolf*, *Siddharta*, *Narcissus and Goldmund*, and *The Glass Bead Game*.

Conducted in English.

Gert Bruhn

### **Gm 309-310 Cultural Backgrounds of German Literature (F, S; 3, 3)**

The cultural and artistic achievements of German-speaking Europe, from the Middle Ages to the present. Their relation to the major trends and movements in German literature.

Valdo Melngailis

### **Gm 761-762 Humanism and Reformation (F, S; 3, 3)**

Close reading of Ackermann's *Böhmen*, Sebastian Brant's *Narrenschiff*, and Martin Luther's chief writing.

Heinz Blum

### **Gm 799 Reading and Research**

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman, upon advice of the thesis director.

By arrangement.

The Department

### **Gm 871-872 The German Drama of the Nineteenth Century (F, S; 3, 3)**

The evolution of the German drama from Romanticism to Naturalism. The impact of philosophical, social, and political ideas on both the theory and practice of the drama. Reading and discussion of selected plays by such authors as Tieck, Kleist, Büchner, Grabbe, Grillparzer, Hebbel, Ludwig, Hauptmann, and Wedekind.

Gert Bruhn

### **Gm 907 Bertolt Brecht (F; 3)**

A careful analysis of Brecht's major plays in the light of his theory of the drama. Part of the course will be devoted to Brecht's poetry.

Christoph Eykman

### **Gm 909 German Novel and Drama after 1945 (S; 3)**

Reading and discussion of selected novels by Grass, Johnson, Böll, as well as plays by Frisch, Dürrenmatt, Weiss, Walser, Hochhuth, and Handke.

Christoph Eykman

### **Gm 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## History (Hs)

The History Department follows the following numbering system in all of its Offerings:

- I. University Core Hs001-002 through Hs097-098.
- II. Courses for non-majors Hs100 through Hs150.
- III. Survey courses for majors and non-majors Hs151 through Hs199.
- IV. Undergraduate major and non-major electives Hs201 through Hs300.
- V. Advanced electives Hs301-302 through Hs699.
- VI. Graduate courses Hs700 through Hs999.

### **Hs 001-002 Cultural and Institutional History of Modern Europe – Intensive (F, S; 3, 3)**

Designed for any student interested in tracing the evolution of western society, this intensive course presents an interpretation of historical developments from 1500 to the present day. Special attention will be paid to such themes as: the transition from an agrarian to an industrial society; the emergence of centralized nation-states; the challenges to religious and political orthodoxy; the heritage of wars and revolutions which ushered in the modern world; the intellectual adjustments of western man to his material and social environment; and the search for a new authority, as represented in the ideologies of conservatism, liberalism, communism, and fascism. While emphasizing the social, political, and institutional stresses and changes, attention is also paid to the relations of these factors with the world of ideas, culture, and the arts.

L. Scott Von Doren

John L. Heineman

### **Hs 005-006 Social, Economic and Industrial Development of Modern Europe – Intensive (F, S; 3, 3)**

Designed as an intensive introduction for any student interested in the evolution of social forces in the West from 1500 to the present day, this course will examine the major developments, primarily in Western Europe, placing most emphasis upon social and economic changes. It will concentrate on such topics as pre-modern and modern social structures; the impact of demographic changes; the modifications of society introduced by the growth of capitalism; the origins of modern industrial society and the attendant development of the modern state; the growth of cities and social dimensions of modern life. Throughout the year, the course will emphasize the relationship between social changes and intellectual trends and developments.

Poul Spognoli

Peter Weiler

### **Hs 011-012 Cultural History of Modern Europe (F, S; 3, 3)**

This course seeks to examine the interaction of the men, ideas, movements, and institutions which shaped the European experience from the Renaissance to World War II. During the first semester, Man's changing concept of himself and his world will be treated with special emphasis on the Renaissance and Reformation, the discoveries of explorers and scientists, and the Enlightenment. The integrating theme for the second semester will be the conflicting demands of individual liberty and social need in the period since the French Revolution with particular reference to industrialization, the European state system, imperialism, World War I, and the rise of dictatorships culminating in World War II.

Rev. Francis Murphy

Michael DeLucio



**Hs 015-016 History of Modern Europe (F, S; 3, 3)**

This course is a survey of the major developments in Europe from the Renaissance to the modern world. Emphasis will be placed upon social and political developments, particularly as seen through a biographical approach. During the first semester the principle themes will include the Renaissance, the Reformation, formation of the modern nation states, overseas expansion, and the Enlightenment. The second semester will particularly emphasize the French Revolutions and the spread of the revolutionary ideas throughout Europe, diplomatic relations among the modern states, the making of war and peace.

John R. Willis, S.J.  
Rodu F. Florescu

**Hs 023-024 Intellectual and Technological History of Modern Europe (F, S; 3, 3)**

Special attention in this course will be given to the origins and development of modern scientific thought and technology, and to an assessment of their significance in European and world History. There will be continuing reference to the political and social content of intellectual activity and of major cultural trends and styles. Major themes will include: the Reformation; magic and witchcraft; the origins of capitalism; overseas expansion; the Enlightenment; the industrialization of Europe; secularization of thought, Imperialism, and the major wars.

Edword Collins

**Hs 027-028 Political and Cultural History-Modern Europe (F, S; 3, 3)**

A survey of the major political, diplomatic and cultural developments of modern European history since 1500. The first semester will cover events through the French Revolution and the second semester will discuss issues through the Cold War.

To Be Announced

**Hs 051-052 Modern Europe and Africa (F, S; 3, 3)**

The course will be a two-semester sequence of lectures and discussions, exploring the history of European civilization from the Renaissance to the present, with special attention to the development of Europe's relationship with the non-European world. This latter theme will focus on Europe and West Africa; on the mechanics of European commercial, colonial, and cultural expansion; and on the impact of Africa and the colonial world upon European society. In the second semester particular emphasis will be placed upon the impact of industrial growth on European institutions and the diffusion of industrial technology to Africa and the rest of the non-European world.

Andrej Plokons  
Poul M. Roberts

**Hs 055-056 Modern Europe and America (F, S; 3, 3)**

The purpose of this course will be to trace the relationship between Western Europe and the Americas. Beginning with Spanish and Portuguese explorations to the Americas circa 1500, the course will focus on the transfer of European institutions abroad and concurrently examine the development and mutation of those institutions in the Americas. Readings will concentrate on the European image of the New World, the experience of European settlers, the evolution of the slave trade and the contemporaneous revolutions of the late 18th century. During the second semester the course will be concerned with the continued exchange of ideas and institutions, the forging of the "Atlantic Community", the crisis of democracy, and common experiences in decolonization.

Andrew Bun  
Peter deGormo

**Hs 059-060 Modern Europe and the Near East (F, S; 3, 3)**

The emphasis of this course will be on European history since 1500 especially in relation to problems of the Near East. The first semester will examine Byzantium's contribution to the Renaissance and will consider the influence of Ottoman Turkish expansion on Europe. Other topics will include the Turkish military threat and the origins of the Eastern Question. The second semester will emphasize the development of international relations in Europe from the French Revolution of 1789 and will give special attention to the relationship of Europe to the Near East, from the origins of the "Eastern Question" through the Suez crisis of 1956. Other topics will include such themes as liberalism, imperialism, making of war and peace, decolonization, and the cold war.

John Rosser  
D. Edword Knox

**Hs 081-082 Europe Since 1500**

The following sections of Europe Since 1500 meet in smaller groups (30-35) three times a week. Individual descriptions of the sections are as follows:

**Hs 081.01-082.01**

A survey of western civilization from the Renaissance to the end of World War II with special emphasis upon political and diplomatic factors.

Leonord P. Mohoney, S.J.

**Hs 081.03-082.03**

A survey of European history from 1485-1952 which will focus upon the role played by the British Isles in continental affairs from Henry Tudor (1485) to Elizabeth II (1952). Special emphasis will be placed upon: royal and dynastic influences; intellectual, religious, and artistic developments; industrial and commercial processes; themes will include influences such as explorations, economic conflicts, and outstanding personalities.

Louise S. Moore

**Hs 081.04-082.04**

A survey of European history since the Renaissance. The emphasis in the first semester is upon social and intellectual history particularly Renaissance culture, the influence of the Reformation and problems of modern state developments. The focus is upon the individual's role in shaping history: Luther, Machiavelli, Voltaire, Robespierre, Napoleon. The second semester will emphasize topics such as social structure, the growth of modern capital and the origins of modern industrial society. Stress will be upon the growth of cities and the relations between intellectual change and social change.

Rodu Florescu  
Poul Spognoli

**Hs 081.05-082.05**

A survey of western history from the Renaissance to the present day, emphasizing developments in Europe's cultural and intellectual life and inquiries into the social basis of the modern state. During the first semester special topics will include the Renaissance, the origin of the modern state, the revolution in science, the art and literature of the Baroque and the French Enlightenment. The second semester will begin with the French Revolution and include such topics in 19th and 20th century history as liberalism, socialism, romanticism and modern social and political developments.

To Be Announced

**Hs 083.01 Europe From 1500-1789 (S; 3)**

This one semester course is equivalent to the first semester of Europe Since 1500. It will be offered in the spring instead of the fall for those students who because of scheduling difficulties or transfer, may wish to begin the first half of the core requirement in history in mid year. Special attention in the course will be given to the social and economic changes caused by European transition from an agrarian to a capitalistic system. Themes will include "state building" that is the emergence of nation states and the creation of centralized governments; the challenges to political and religious orthodoxy; and man's changing concept of his material and social environment.

Michael Delucio

**Hs 084.01 Europe Since 1789 (F; 3)**

This one semester course is equivalent to the second semester of Europe Since 1500. It will be offered in the fall instead of the spring for those students who may have already fulfilled the first semester of the core requirement in history or who have transferred into Boston College with previous history credits. The course will begin with the French Revolution of 1789 and will continue to pay specific attention to the political and social developments of modern Europe. Particular stress will be given to international relations especially in the development of the Eastern question through the Suez crisis of 1956. Major topics will include themes such as liberalism, imperialism, the making of war and peace, decolonization, and the Cold War.

D. Edword Knox

**Hs 091-092 Western Civilization (F, S; 3, 3)**

This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of Western Civilization from the birth of Christianity to the present.



# 118 / Description of Courses

## HISTORY

### Hs 091.01-092.01

The particular emphasis in these courses will be on evolution of modern political thoughts and in particular the rise of the nation states of Europe. *Joseph Glovin, S.J.*

### Hs 091.04-092.04

Particular emphasis in these courses will be upon the evolution of modern Christianity, the development of the church, and the development of the modern political system in Europe.

*Henry A. Collohan, S.J.*

### Hs 093-094 Europe 800-1789 (F, S; 3, 3)

This year course, which also fulfills the university core in history, covers a millennium in which many leading features of European society emerge. The first semester concerns the period from 800-1300 and will begin with a discussion of Charlemagne's Empire and recognizable European patterns in Carolingian times. It includes thereafter the destructive effects of 9th century invasions; the emergence of feudal institutions; the economic, political and religious recovery; the 12th century revival of law and rediscovery of the state. The second semester extends from the Renaissance to the French Revolution. After a brief consideration of some Renaissance developments, considerable time and attention will be paid to the Reformation, which will be treated as a theological phenomenon. The remainder of the second semester covers the period from the cloture of the Council of Trent to the beginning of the French Revolution. The material will in large measure be treated as political history and for all practical purposes can be organized around two topics: 1) the foundations of Absolutism and its institutions, and 2) Absolutism in the 18th century and how it differed from and was similar to the 17th century variety.

*William M. Doly*

*Jocelyn N. Hillgarth*

*Somuel J. Miller*

## Electives

All courses above 100 require as a prerequisite the successful completion of the University Core (Hs 001-002 through Hs 098-098). Most of the following electives though taught as year courses may be taken for one semester only. Students should consult the department or the individual professor for advice.

### Hs 111-112 History of Ireland (F, S; 3, 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A survey of Irish civilization from the pre-Christian Gaelic period to the present. *Martin Horney, S.J.*

### Hs 114 England From the First to the Second Elizabeth (S; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A survey of four centuries of English history and civilization, with emphasis not on detailed narrative, but on broad themes such as the evolution of parliamentary democracy, the rise and decline of the British Empire, and the economic and social transformation of English society. Designed for students in such fields as English literature or political science who want more background knowledge of English history. Not open to history majors.

*Thomos W. Perry*

### Hs 120 Film and History (S; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

This course will examine the relation of film to historical understanding. In addition to surveying the history of film, the course will concentrate on an examination of the major cultural uses of film during the past half century. Sample topics include: The Film as Intellectual and Social History – German film in the 1920's; The Film as an Instrument of Social Control – Russian Film in the 1930's; The Film as Myth – The American West; The Film as Document – Paris, 1968! There will be a charge to students to offset the cost of film rentals. *Peter Weiler*

### Hs 121 American Heritage (to 1877) (F; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A survey of the major events in American History from the founding of the New World to 1877. Relying upon extensive readings in the periods under consideration this general course will focus on the colonial period, American Revolution, National Period, the Age of Jackson, and the age of Civil War and Reconstruction. For non-majors. *Thomos H. O'Connor*

### Hs 122 American Heritage (Since 1877) (S; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

An examination of American history from 1877 to the present with an emphasis upon political, social, and diplomatic events. Particular attention will be paid to the growth of industrial America and its consequences, the role of the black man, the origins and the consequences of the two world wars, and the complex developments in the United States since 1945. For non-majors.

*Roger T. Johnson*

### Hs 123-124 History of the Black American (F, S; 3, 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A survey of the Black American from colonial times to the present as a "participant" and "issue" in American history. Race relations, the "white over black" theme will be included. *Peter Shiver*

### Hs 130 Introduction to Medieval Studies (S; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

This course is designed as a general introduction to medieval studies. While the primary emphasis will be historical – concentrating upon the medieval East and West from the conversion of Constantine to the fall of Constantinople in 1453 – the course will serve as a general introduction to medieval art, literature, philosophy, and theology as well. Guest speakers, slide lectures, music presentations, and films will augment the regular lectures. Although created primarily for students embarking upon the Medieval Studies program, all interested students are welcome. *John Rosser*

### Hs 132 Contemporary Society, Science, and Technology (S; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

An examination of the role of science and technology in contemporary society and of the political, social, and intellectual impact of recent scientific and technological developments, with particular attention to questions of public policy, human values, and social priorities. Particular attention this year will be devoted to ways in which law and the legal process can subject scientific research and technological development to social controls. There will be a concrete examination of a number of specific cases in the areas of environmental protection, genetics engineering (e.g. cloning), experimentation with human beings (including neurological manipulation and electronic monitoring), and information processing systems (computers). Available legal techniques will be scrutinized from the perspectives of different contemporary legal philosophies in an effort to determine how well those techniques might protect or enhance important human values or how useful they might be in achieving desired goals. Technology assessment will also be discussed. *Edward J. Collins*

### Hs 137 Major Crises in Recent American History (F; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

An examination of eight major crises in the twentieth century – the Progressive movement, World War I, the Great Depression, World War II, the Cold War, Civil Rights, and the environment – to determine how effectively the American political system responded to the most severe challenges it faced. *Roger T. Johnson*

### Hs 142 Origins of Modern Revolutionary Tradition: France (S; 3)

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The course will analyze the causes and consequences of the French Revolution. It will view the historical importance of the Revolution from two angles: as the first great outbreak of the fundamental economic, social, and political conflicts which have shaped the modern world; and as the fountainhead of the modern revolutionary tradition. There will be primary emphasis on the role of different social groups in the origins and progress of the Revolution, as well as an attempt to ascertain the extent to which each of these groups benefited or suffered from the Revolution. By extension, the course will consider the role of these social groups in the formation of the modern world. *Poul Spognoli*



**Hs 145 Dracula to Stalin (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical study of the tactics of terror from the real Dracula through Ivan the Terrible to Joseph Stalin. Through concentration upon primary source materials an attempt will be made to analyze the use of terror as a means of legitimizing political power. Myth will be separated out from historical data. Roymond T. McNally

**Hs 147 Comparative Socialist Revolutions (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will concentrate on a detailed examination of the processes of four major socialist revolutions: Russia, China, Vietnam, Cuba. In addition to placing these revolutions in historical perspective, the course will also examine the changing nature of Marxist ideology, particularly Leninism and Maoism. Peter Weiler

**Hs 150 The World at War (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will focus on the causes, conduct and diplomacy of the Two World Wars which have dominated the history of our century. In addition, the phenomenon of war, its changing nature and its permanent danger in the nuclear age will be examined.

Rev. Francis Murphy

**Hs 151-152 East Asian Civilization (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The first semester deals with the development and interaction of Chinese, Japanese and Korean cultures and societies until 1800. The second semester brings the survey up to 1949. Silos H. L. Wu

**Hs 161-162 Greek History (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A synthesis with the new elements of archaeology. From the Bronze Age to the Roman Empire. Reading mostly in the sources. Museum trips, slides, exhibition in the Bapst Library, will be included. No knowledge of Greek required. Open with credit to all undergraduates; the content of other courses in Greek History will not be extensively duplicated. First half will cover through the Persian Invasion (479 B.C.), while the second half will continue from the foundation of the Athenian Empire (478 B.C.) to Augustus (30 B.C.). Either half can be taken separately, but the two halves make a whole much more significant than either half separately. The reading and exercises are planned for a full year. Sterling Dow

**Hs 165-166 Medieval European History (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history. Williom M. Doly

**Hs 169-170 The Byzantine Empire (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

IA survey of Byzantine history, from the foundation of Constantinople in 324 to the city's conquest by the Ottoman Turks in 1453. Emphasis will be given to the Empire's relations with neighboring states and peoples, and to Byzantium's contribution to European civilization. John H. Rosser

**Hs 181-182 American Civilization (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American Society. This course is primarily for majors, and although non-majors are admitted their attention is directed to Hs 121-122 (American Heritage). Joseph T. Criscenti

Frank Groff

Thomas J. Grey, S.J.

Allen M. Wakstein

**Un 201 Urban Affairs Symposium (S; 3)**

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

Penny Feldmon

Martin Lowenthal

Robert Wolloce

Allen Wokstein

**Hs 201 Introduction to Archaeology (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course is designed as a basic introduction to archaeology. The lectures, readings, slides and field trips will attempt to engender in the student a sense for the romance of archaeology, its history as a discipline, and its most fundamental techniques. Field Work on Sundays with the South Shore Chapter of the Massachusetts Archaeological Society will provide the student with excavation experience during the spring. Students from throughout the college are welcome. John Rosser

**Hs 203 The Impact of Imperialism on Non-Western Societies (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will examine the impact of European imperialism on India, the Middle East and Africa from its modern beginnings in the nineteenth century to the present. Special attention will be paid to the social and political responses to European rule. Military resistance, the rise of independence movements, and the development of anti-colonial literature will be studied in detail. The tangled colonial legacy of independent Africa and Asia and its implications for the future of these areas will be the concluding theme. Student discussion will be emphasized. (A background in African or Asian history is not necessary in the course.) D. Edward Knox

Poul M. Roberts

**Hs 205 History of Africa to 1850 (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

After a brief survey of African geography and ethnography, the course will examine the development of the "traditional" African social, political, cultural and economic institutions. Focusing on sub-Saharan and especially West Africa, the course will emphasize the great empires of the medieval Sudan, the slave trade, and the Muslim and commercial revolutions of the 19th century. The course will conclude with a brief examination of European exploration of Africa, in preparation for Hs 206. Poul M. Roberts

**Hs 206 History of Colonial and Independent Africa (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will examine the European conquest of Africa, the institution of colonial rule, the growth of nationalist and Pan-Africa movements, and will conclude with an evaluation of post-independence African development. Post-independence modernization policies and Africa socialist movements, such as those in Tanzania and Mali, will be studied in detail. Hs 205 is recommended, but not required. Poul M. Roberts

**Hs 207-208 The Middle East in International Affairs (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Study of the emergence of the modern Middle East (including the Arab States, Turkey, and Iran) and its importance to the rest of the world, emphasizing the long-standing struggle for supremacy of the area in the 19th and 20th centuries, from the classical Eastern Question to the current tension over control of the Mediterranean and the Persian Gulf. Problems in the establishment and evolution of Israel will be emphasized second semester. D. Edward Knox



# 120 / Description of Courses

## HISTORY

### **Hs 221 England under the Tudors, 1485-1603 (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

From the accession of Henry Tudor in 1485, including the backlash from the War of the Roses, to the death of Elizabeth I in 1603. Special emphasis is placed on the development of Tudor absolutism in the 16th century, the social and economic consequences of the Reformation and the position and plight of Catholics.

Louise S. Moore

### **Hs 222 England under the Stuarts, 1600-1714 (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The course of events in England from the last years of the reign of Elizabeth I to the death of Queen Anne. The transition from Tudor mastery to Stuart ineptitude, Civil War, and the Restoration. Special emphasis on the struggle for power between the Crown and Parliament as the foundation for our own representative government.

Louise S. Moore

### **Hs 233 A Survey of Eastern Europe from 1453 to the Present (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A survey of the main political, economic, diplomatic, and cultural trends in Eastern Europe from the fall of Constantinople to our period. Particular attention will be paid to the role of the major powers [Austria, Russia, England, and France] in the "eastern question". The involvement of the major powers in the formation of the independence of the East European states [Romania, Yugoslavia, Bulgaria, Greece, and Albania] will form the subject of the second part of the course.

Rodu F. Florescu

### **Hs 235 The Soviet Union: 1917 to the Present (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A study of the historical organization and development of the soviet state from the Revolution of 1917 up to now.

Roymond T. McNally

### **Hs 248 The American Civil War (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic considerations which influenced the course of the Civil War.

Thomos H. O'Connor

### **Hs 251-252 Twentieth Century America (F, S; 3, 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

An in-depth study of the major political, economic, and social developments which characterized the history of the United States from the opening of the twentieth century to the present time.

Thomos J. Grey, S.J.

### **Hs 264 Catholicism and Crisis in Modern Europe (S; 3)**

*Prerequisite:* Any two semesters of Hs 001 through Hs 098.

Varieties of left- and right-wing Catholic responses to the new conditions of economic and political life since the French Revolution. Leading up to the striking role played by Christian Democratic parties after World War II, the course will examine the impact on these developments of the Restoration in France, the "Roman Question," the *Kulturkampf*, and the alienation and eventual *modus vivendi* of Church and civil society; a theological critique will be essayed. This course may also be taken for Theology credit, see listing under Theology Department.

Poul Misner

### **Hs 269-270 European Christian Thought (F, S; 3, 3)**

*Prerequisite:* Any two semesters of Hs 001 through Hs 098.

A two semester survey of the development of modern Christian thought, with an emphasis upon the institutional impact of these developments. Course also carries Theology credit. See Theology Department listing.

John R. Willis, S.J.

### **Hs 281-282 Undergraduate Colloquium (F, S; 3, 3)**

Selected topics for undergraduates, with an opportunity for close study of recent scholarship under the direction of a scholar in the field. The colloquium is designed for students who have already had a basic introduction in the general area, and admission to the class comes only with the permission of the instructor.

### **Hs 281.01 Indochina and Algeria: the French Experience (F; 3)**

*Prerequisites:* Approval of the professor.

The colloquium will deal with French involvement in both Algeria and Indochina, from colonization in the 19th century to decolonization in the 20th century. Emphasis will be placed upon the failures in both colonies and the domestic impact upon French democracy, especially the 1958 coup d'etat and the return to power of Charles de Gaulle. Possible research topics will include: (1) an analysis of the Geneva Accords, 1954, and French diplomacy at Geneva; (2) the impact of colonial defeats upon the military elite; (3) Jean-Paul Sartre, *Le Monde*, and the intellectual opposition to a French Algeria; (4) Frantz Fanon: the impact of colonization upon the African personality; (5) the impact of World War II upon French Indochina.

Michael DeLucio

### **Hs 282.01 Modern European Imperialism and Colonialism: Its Origins and Impact (S; 3)**

*Prerequisites:* Approval of the professor.

The colloquium will focus on the origins of modern imperialism in Europe in the 19th and 20th centuries; the establishment of European empire in India and Africa; the impact of European empire upon its non-western peoples; and the impact of the colonial world upon Europe. Special attention will be given Britain and its empire.

Poul M. Roberts

### **Hs 299 Readings and Research: Independent Study**

*Prerequisites:* Permission of professor and chairman.

Proposals should be submitted, together with the approval of the faculty member directing the study to the Department Chairman who will refer them to the Department Committee on Undergraduate Educational Policy.

The Department

### **Hs 301 Modern China: The Ch'ing Dynasty (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

China's social, political, and economic institutions and Western impact during the Ch'ing period (1644-1911).

Silos Wu

### **Hs 302 Twentieth Century China (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

Political, social and intellectual development from 1911 to the present.

Silos Wu

### **Hs 351-352 Medieval English Constitutional History (F, S; 3, 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The emergence and growth of the English polity — its tradition, institutions, and values — from early Anglo-Saxon times to 1485. England's uniquely vigorous combination of increasingly participative institutions within a highly effective central government will be examined with particular attention to relationships to both Continental history and English economic, religious, and cultural history.

William Doly

### **Hs 365-366 Spain in the Middle Ages, 711-1516 (F, S; 3, 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The first semester will concentrate on the conversion of Europe (particularly Western Europe) from paganism to Christianity, how Europe was converted and how deep was the conversion. The emphasis will be on widespread conversion, not on the few outstanding personalities or on philosophical ideas. The semester, covering from about 800 to 1300, will be concerned with the Gregorian reform of the Church, the Crusades, the development of the papal monarchy, that of the monastic and religious orders, including the friars, changes in lay attitudes to religion, the growth of medieval heresy and attempts to combat it.

Jocelyn Hillgorth

### **Hs 371-372 Medieval Church History (F, S; 3, 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The first semester will concentrate on the conversion of Europe (particularly Western Europe) from paganism to Christianity (200-800 A.D.) and will attempt to discover to what type of Christianity Europe was converted and how deep was the conversion. The emphasis will be on widespread conversion, not on the few outstanding personalities or on philosophical ideas. The second semester, covering from about 800 to 1300, will be concerned with the Gregorian reform of the Church, the Crusades, the development of the papal monarchy, that of the monastic and religious orders, including the friars, changes in lay attitudes to religion, the growth of medieval heresy and attempts to combat it.

Jocelyn Hillgorth



**Hs 402 The Renaissance (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The Renaissance interpreted primarily as a cultural movement resulting from the revival of antiquity and the genius of the Italian people. The principal theme of the course is a consideration of main ideas which characterized Italian Humanism. *Samuel Miller*

**Hs 405 Crisis in Europe: 1560-1660 (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An examination of the "general crisis" in social, economic, and political systems of Western Europe that occurred during the period that extends from the mid-16th through the mid-17th centuries. Particular attention will be given to the religious wars in France, the revolt of the Netherlands, the decline of Spain, the Thirty Years' War in Germany, and the urban and provincial revolts of the first half of the 17th century in Italy, Spain, and France. The course will conclude with an examination of the Fronde in France and an analysis of French absolutism on the eve of Louis XIV's rise to power. *L. Scott VanDoren*

**Hs 422 England in the 18th and 19th Centuries (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Emphasis on political and constitutional history, but with attention also to social, cultural, and intellectual developments.

*Thomas W. Perry*

**Hs 431 France in the 19th Century (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course focuses upon social conflict in France, 1789-1914, with particular attention to the revolutions of 1789, 1848, and 1871. Three novels are used to analyze social conflict: Emile Zola's *Germinal*; Balzac's *Pere Goriot*; and Stendhal's *The Red and the Black*. The social position of both the worker and the Jew in French society (and the growth of Socialism and Anti-Semitism) is also discussed. A second major theme is the search for political stability and economic growth. Louis-Napoleon, who provided both, is approached as the highpoint of the 19th century. Some attention is paid to French Art (Realism and Impressionism) during the century. *Michael DeLucia*

**Hs 432 France in the 20th Century (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course deals with the impact of three successive wars upon French society and the fissures each created: the Second World War; the Indochina War (1946-54); and the Algerian War (1954-62). Emphasis is placed upon the roots of the 1940 defeat; the rationale behind collaboration with Germany; and de Gaulle's attempt in 1946 at reconstruction. The failure of the French to deal with guerrilla warfare successfully forms the second major topic. Attention is paid to the developments of the Viet Minh in the 1940's; the military defeat at Dien Bien Phu; and French diplomacy at the Geneva Conference (1945). A third topic analyzes the return to power of de Gaulle in 1958 and the nature of his achievements. *Michael DeLucia*

**Hs 434 The Spanish Civil War (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will focus on the history of modern and contemporary Spain. Beginning with the proclamation of the First Republic in the 19th century, then turning to the urban insurrection of Barcelona ("The Tragic Week" 1909), the class will concentrate on the issues which led to the outbreak of the Civil War in 1936.

*Peter deGarmo*

**Hs 443 Germany in the 20th Century (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course examines the evolution of modern Germany from the Empire of William II to the divided lands presided over by Bundes-Präsident Heinemann. Particular attention will be paid to the political and social split within pre-war Germany; the impact of World War I; the plight of the Weimar Republic; the myth and reality of Hitler's Third Reich; the disaster of the second world war; and the restoration of Germany's economy and power following that war. *John L. Heineman*

**Hs 445 Rise of Modern Italy to 1870 (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the cultural and social heritage of Italy as it emerged into the modern world, and analyzes the political struggle for unification and the intellectual origins of the *Risorgimento*. *To Be Announced*

**Hs 446 History of Modern Italy 1870 to the Present (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will study the cultural, social, intellectual and political developments which shaped the Italian state, from the monarchy, through Mussolini's fascism, to the modern Republic.

*To Be Announced*

**Hs 457 Russian Intellectual History (F; 3)**

Prerequisites: Students interested in a general course in Modern Russian history should consider Hs 235.

An analysis of the major ideas of the Russian intelligentsia from the late 18th to the middle of the 20th century, i.e., from Radishchev to Solzhenitsyn. An attempt will be made to inter-relate the ideas with concrete social issues of the times. *Raymond T. McNally*

**Hs 461 The Scientific Revolution of the Seventeenth Century (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An intensive historical examination of the development of scientific thought from Copernicus to Newton, with special attention devoted to the ideas and theories of Kepler, Galileo, Descartes, Newton, and also to a consideration of the causes, meaning, and intellectual impact of the Scientific Revolution. *Edward J. Collins*

**Hs 465-466 Modern European Diplomatic History (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The international relations between the major European powers from the formation of the first Dreikaiserbund in 1873 to the genesis of the Cold War. *Leonard Mahoney, S.J.*

**Hs 471-472 Industrial Growth, Agricultural, Modernization and Social Change in 19th Century Europe (F; S, 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This two-semester course will have two major themes: the causes, progress, and consequences of European industrialization; and the adjustment of Europe's rural populations and institutions to life in an industrializing continent. This course will cover the period from the mid-18th to the late 19th centuries and will focus on Western Europe, though Eastern European developments will be drawn upon for comparison. *Andrejs Plakans*

**Hs 473 Western Europe in the Twentieth Century (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will focus on the political, social and economic history of Western Europe since World War I. Particular attention will be paid to the political and social origins of Fascism, the economic development and recovery after both World Wars, the quest for political stability and the move toward economic and political integration. *Peter deGarmo*

**Hs 482 Nationalism in Western Europe 1870-1914 (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of national sentiments and nationalism at the end of the 19th century. Particular attention will be placed on the crucial irredentist problem [Alsace-Lorraine], the Catalan problem, (Schleswig-Holstein, Transylvania, Bessarabia, etc.) and their role in intensifying national tensions on the eve of World War I.

*Radu Florescu*

**Hs 501 Colonial America (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The political, economic, and social developments of the American colonies from colonization to the mid-eighteenth century.

*Joseph Criscenti*

**Hs 502 The American Revolution (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The causes and consequences of the American Revolution.

*Joseph Criscenti*



## 122 / Description of Courses

### HISTORY

#### **Hs 507 The Age of Jackson (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830's and 40's. Special consideration will be given to historical developments in New England and the Northeast.

Thomos H. O'Connor

#### **Hs 508 House Divided (S; 3)**

*Prerequisites:* Hs 121-122, Hs 181-182, or equivalent.

An analysis of the period of Civil War and Reconstruction through a selected series of topics and issues which emphasize variety of interpretations and historical methods. Designed essentially for graduate students, the course is open to advanced undergraduates with the approval of the department. Students interested in a general course in the Civil War should consider Hs 248.

Thomos H. O'Connor

#### **Hs 534 The Progressive Era and World War I (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

An examination of the background of the Progressive movement, and an analysis of its impact upon American life, with special emphasis upon the roles of Theodore Roosevelt and Woodrow Wilson, followed by an examination of the causes of American entry into World War I and an analysis of the consequences of that war and its settlement for the United States.

Roger Johnson

#### **Hs 535 The Great Depression and World War II (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

An examination of the Great Depression and the political, economic and social response to it, followed by an analysis of the causes and consequences of World War II.

Roger Johnson

#### **Hs 541-542 American Social and Cultural History (F, S; 3, 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The development of society in America from the Indian cultures encountered by the first Europeans up to 1860, and from 1860 into the twentieth century. The major topics are immigration; economic change and the development of American technology; the interaction of ethnic groups; religious diversity; social problems and reform movements; women, youth, and the family; and popular culture, including entertainment and the arts.

Jonet W. James

#### **Hs 546 American Ideas and Institutions (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A history of thought since 1865 as it has developed within the framework of American society. The course will compare ideas of differing kinds: those which expressed the prevailing ways of each period; those which offered alternatives; and those which used the artistic imagination either to reflect the public consciousness or to reach beyond. Prominent subjects will be the pragmatic revolt of William James and John Dewey, the orthodox mind of business conservatism, reform concepts from the progressive charity of Jane Addams to the anarchism of Alexander Berkman, the Southern literary renaissance, ideologies of left and right, and critiques of recent anxieties by Paul Goodman and others.

R. Alon Lowson

#### **Hs 547-548 American Christianity (F, S; 3, 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States.

John Willis, S.J.

#### **Hs 551 History of American Foreign Policy 1776-1914 (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

This course will cover the history and development of the major forces, personalities, and events which shaped an exclusively American foreign policy. Special consideration will be given to interpretation and analysis.

Frank Groff

#### **Hs 552 History of American Foreign Policy 1914 to the Present (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

This course will examine modern American diplomacy, the entanglement in world wars, and the attitudes, preconceptions, and prejudices which have led to the American foreign policy of the 1970's.

Frank Graff

#### **Hs 559 Origins of the New South: 1877 to 1913 (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A political, economic and social study on the theme of the "Old" ante-bellum South being abandoned for the "New" South.

Andrew Buni

#### **Hs 560 The New South since 1913 (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A political, economic and social study of the South from the Wilson administration to the present.

Andrew Buni

#### **Hs 565 The Urbanization of America (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The course is concerned with the concepts of urbanization, the growth of community consciousness, and the basis and process of urban growth and development. Among the topics considered are the origins of cities, urban rivalries, growth of community services, social mobility, metropolitanization, and the social, political, and economic impact of urbanization.

Allen M. Wokstein

#### **Hs 576 The History of Women in the United States (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

A survey of women's role in the home and in the world outside the home from the colonial period to the present, including their contributions to the economy, to religious and intellectual life, and to politics and reform. Changing popular attitudes toward women and the development of feminist thought will also be considered.

Jonet W. James

#### **Hs 591 The Colonial Period in Latin America (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

Indian culture on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization on the Indians.

Joseph Criscenti

#### **Hs 592 Argentina, Brazil, and Chile (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The emergence of Argentina, Brazil, and Chile as great powers in South America.

Joseph Criscenti

#### **Hs 621 Population Problems in Historical Perspective (F; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

This course will approach the population problems of the contemporary world by examining our knowledge of man's demographic behavior in the past. Topics covered will include: the demographic transition theory and its recent critics; fertility, mortality, and marriage patterns in pre-industrial Europe; demographic influences on pre-industrial and industrial societies; the population explosion in eighteenth century Europe; the decline of fertility and mortality in the nineteenth and twentieth centuries; and contemporary problems relating to overpopulation. While the course will focus mainly on Europe, there will be frequent comparisons between European patterns and the demographic behavior of non-European peoples. Attempts will be made to assess the relevance of the European experience to an understanding of contemporary Third World demographic patterns.

Poul Spagnoli

#### **Hs 672 Intellectual Exchanges between Europe and the United States Since World War I (S; 3)**

*Prerequisites:* Any two semesters of Hs 001 through Hs 098.

The course will explore the effects cross-currents of thought between Europe and the United States have had on one another since 1918. In the process it will seek an answer to the question of whether a distinct transatlantic culture emerged from the exchanges. Key areas for consideration will include: pragmatism; the intuitionism of Henri Bergson; existential views of Sartre, Camus, and Reinhold Niebuhr; the careers of American expatriates of the 1920's and European refugees to America in the 1930's; and the pervasive appeal of ideologies, from Marxism to Fascism.

John Heinemon  
R. Alon Lowson

#### **Hs 691-692 Honors Project (F, S; 3, 3)**

The Department

#### **Hs 699 Honors Thesis (S; 3)**

The Department



**Hs 701 Introduction to Historical Methods (F; 0)**

A study and application of methods used by historians to gather, assess, set forth, and document historical evidence, together with an introductory survey of historiography. A non-credit course which all graduate students are expected to attend during their first semester of study.

Thomos H. O'Connor  
and the Department

**Hs 751 The Rise of Nationalism in the Balkans, 1804-1914 (F; 3)**

A study of the formation of 18th century cultural nationalism. The consequent political upheavals in the early 19th century leading to the formation of independent Balkan states. The problem of irredentism in the late 19th century will be viewed within the framework of the policy of the Great Powers. Serbia, Greece, Romania, Bulgaria, and Albania will be discussed. Rodu Florescu

**Hs 779 The United States Since the 1940's (F; 3)**

An examination of the origins of World War II and the Cold War, followed by an analysis of the impact of the war and its aftermath upon American social, political, economic and cultural life. Detailed consideration will be given to race relations, the Vietnamese War, and the environmental question.

Roger Johnson

**Hs 792 Topics in American Studies (S; 3)**

This course will focus on a central theme in American life, chosen for the occasion. The emphasis will be on readings, with students also making contributions, written and otherwise, from their study of selected topics.

R. Alon Lowson

**Hs 796 Latin American Peasant and Middle Class Movements (S; 3)**

A study and evaluation of the programs and political activities of peasants and members of the middle classes (labor, military, professional, bureaucratic, and religious) interested in the modernization of Latin America. No particular country will be stressed.

Joseph Criscenti

**Hs 799 Readings and Research (F, S; 3, 3)**

A study of primary sources and authoritative secondary material for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement The Department

**Hs 801 Thesis Seminar (F, S; 3, 3)**

Direction of a research problem.

By arrangement The Department

**Hs 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

By arrangement The Department

**Hs 811 Colloquium on Modern Chinese History (F; 3)**

Readings and discussion of major issues in Modern Chinese history.

Silos Wu

**Hs 812 Colloquium: China in Transition (S; 3)**

This course will begin with an examination of traditional Chinese society and through readings and discussion seek an understanding of the dramatic changes that have occurred over the past two centuries in China. Emphasis will be placed on the impact on rural village and urban life that has undergone dramatic change in its family life, economy, social structure and political institutions.

Silos Wu

**Hs 858 Colloquium on 19th Century Europe (S; 3)**

By means of discussion reports, and some lectures, the colloquium will explore current historical scholarship dealing with issues that pertain to the rise of the modern state in Europe since the French Revolution. The concept Europe is meant here as an inclusive term embracing eastern Europe as well as the traditional area of Western Europe. Special emphasis will be placed in topics which require the comparative approach, such as the Palmer "Democratic Revolutions" thesis; varying types of nationalism throughout Europe; the Gershenkron thesis on comparative backwardness and industrialization; and similarities and differences among the European aristocracies. A reading knowledge of foreign languages will be helpful if not required.

Andrejs Plokons

**Hs 861 Colloquium on 20th Century Europe (S; 3)**

Readings and discussion of major issues in Contemporary Western European history.

Peter DeGormo

**Hs 865 Colloquium on the United States in the Early National Period, 1789-1828 (F; 3)**

Reading and discussion of the historical literature, from Henry Adams to scholars of the present day, with some emphasis on social history. Several short oral reports will be required; students may choose to write a critical essay-review or a research paper.

Jonet W. Jones

**Hs 882 Colloquium on Modern American Foreign Policy (S; 3)**

Students in this course will analyze the basic interpretations of American foreign policy in the twentieth century by reading numerous secondary work, writing book reviews, and reviewing fellow students' papers. The course offers to graduate students a broad foundation in and a search for explanations for American foreign policy.

Fronk Groff

**Hs 891 Colloquium on Modern United States (F; 3)**

This colloquium will deal with the major writings and recent interpretations of several themes, topics, and periods of modern American history. New areas of historical inquiry such as American urbanization and race relations, and traditional areas such as reconstruction, industrialization, foreign policy, the New Deal, and others will be dealt with.

Allen M. Wokstein

Andrew Boni

## Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

**Hs 921 Seminar: Medieval Historians (S; 3)** Jocelyn Hillgorth

**Hs 926 Seminar: Medieval France (F; 3)** William Doly

**Hs 946 Seminar: Georgian England (S; 3)** Thomos Perry

**Hs 950 Seminar: Modern European History (S; 3)** Peter Weiler

**Hs 968 Seminar: Age of Reform (S; 3)** Thomos H. O'Connor

**Hs 980 Seminar: Recent American Political History (S; 3)** Roger Johnson

**Hs 984 Seminar: Race and Immigration in America (S; 3)** Andrew Buni

**Hs 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Management: Accounting (Ma)

**Ma 021 Financial Accounting Information Systems (F, S; 3, 3)**

This course deals with the formal financial accounting information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting procedures are studied from the standpoint of providing the important tools for subsequent analysis of the financial statements.

The Department



**Ma 022 Managerial Accounting (F, S; 3, 3)**

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process. Computer applications are integrated with the broad objectives relative to planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, budgeting, standard cost analysis, and capital expenditure planning and control.

The Department

**Ma 251 Intermediate Accounting I (F; 3)**

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Assets items of the balance sheet are treated comprehensively.

The Department

**Ma 252 Intermediate Accounting II (S; 3)**

During the second semester liabilities, reserves, funds and stockholders equity items are thoroughly treated. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis is stressed.

The Department

**Ma 255 Cost Accounting (F, S; 3, 3)**

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting and profit planning.

Stanley Dmohowski

**Ma 261 Advanced Accounting (F; 3)**

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. Mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for government entities and hospitals are covered.

The Department

**Ma 262 Advanced Accounting Problems (S; 3)**

The purpose of this course is to develop in the student the ability to solve a variety of complex problems in order to prepare him for either public professional examinations or executive accounting work in private business. This is attained through a study of typical cases and exercises of the American Institute of Certified Public Accountants. Cases in controllerships providing training in the collection, analysis and presentation of information for modern business management are thoroughly discussed.

The Department

**Ma 263 Tax Accounting (F, S; 3, 3)**

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws.

Arthur L. Glynn

**Ma 264 Auditing (F, S; 3, 3)**

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on his assignments.

Thomas J. Cummings

**Ma 299 Research Seminar (F, S; 3, 3)**

Research is carried on under the guidance of members of the Accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

**Ma 601 Cost Administration and Profitability Analysis (F; 3)**

This course stresses the role of cost analysis as it relates to the managerial decision-making process. Sophisticated information collection techniques are integrated with the broad objectives relative to planning, control, and analysis. Among the multi-faceted areas are budgeting, standards, break-even and volume analysis, distribution analysis, pricing policies and capital expenditure planning and control. A prerequisite of six hours of accounting is required for admission into this course. Offered alternate years.

Stanley Dmohowski

**Ma 602 Contemporary Accounting Problems (S; 3)**

The course focuses on the basic accounting concepts underlying corporate financial reporting, relating them to the major problems of contemporary financial accounting. Bulletins of the American Institute of Certified Public Accountants along with the applicable statements of the Securities and Exchange Commission and the Committees of the American Accounting Association are studied. A prerequisite of six hours of accounting is required for admission into this course. Offered alternate years.

Stanley Dmohowski

**Ma 603 Financial Accounting: Theory and Practice I (F; 3)**

This course will review the principles prevailing in the practice of contemporary accounting and the art of applying these principles, with particular emphasis on areas assuming high current significance. The major objective of the course will be to provide the student with a full understanding of the nature of accounting statements, and to develop in the student an appreciation of the problems involved with recording complex transactions arising in an economic environment.

Louis S. Corsini

**Ma 604 Financial Accounting: Theory and Practice II (S; 3)**

This course is a continuation of Ma 603. It will critically scrutinize the logical propriety underlying generally accepted accounting principles and alternative principles, theories and concepts which are presently unacceptable. It is expected that an eclectic approach such as this will form a general frame of reference which the student can draw upon to evaluate the multitude of divergent points of view presently in existence.

Louis S. Corsini

## Management: Organization Studies (Mb)

**Mb 021 Introduction to Behavior in Organizations (F, S; 3, 3)**

Organizations do not behave — people within them do. As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing his ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type. A central thrust of these concepts concerns the ways in which institutions can become more adaptive and change oriented. The course is designed to help the student understand and influence the human groups and organizations to which he currently belongs and with which he will become involved in his later career.

Selected in-class situational exercises, cases, readings and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

The Department

**Mb 102 Entering Organizations (F, S; 3, 3)**

Prerequisite: Mb 021.

This course will focus on helping the young college graduate to be more effective in entering a career after graduation. It is designed to provide him with a realistic perspective about organizational life, especially as related to such issues as the successful entry into the system and how to have an early personal impact on change, innovation and improvements in the organization of which he becomes a member. The emphasis will be on the individual in the organization.

(1) Problem sensitivity and diagnosis, including forces acting on the individual.



- (2) Understanding the leverage points, nature and strategies of change and the extent the individual can influence the organization or parts of it.
- (3) Developing and implementing action plans for personal and organizational change and improvement.

Outside speakers, situational and organizational exercises and cases will be used extensively to simulate the "real world" in the classroom. Field work opportunities for entering, observing and diagnosing a live organization will be provided.

Edgor F. Huse  
John W. Lewis

#### **Mb 106 Interpersonal Communication (F, S; 3, 3)**

This course focuses upon two-person relationships in organizations, wherein the outcomes range from communication breakdown and task ineffectiveness to useful, reality-based solutions to problems. The point of view of the course is that these outcomes do not "just happen", but rather that the events that produce them can be observed and understood. The materials and activities of the course can help the student increase his understanding of organizational behavior, but also provide him with opportunities to look in new ways at his current behavior, and the behavior of other people toward him, across his total life space. Class sections consist of lecturettes, case discussions and situational exercises. The latter are aimed at enabling the student to practice new behavior in a setting where risks are minimized. Readings and other conceptual inputs are drawn from the fields of individual motivation and development, counseling psychology, industrial relations and general semantics.

Dalmor Fisher

#### **Mb 107 Field Studies in Organizations (F, S; 3, 3)**

Prerequisite: Mb 021 or instructor's consent.

The objective of this course is to provide students, individually or in small groups, with an opportunity to conduct a study in an organization in the greater Boston area. The course provides a student with an opportunity to enhance his or her understanding of behavior in organizations by observing, describing, and analyzing events in an operating organization. The point of view of the course is that organizations may be viewed usefully as social systems. Thus, the nature of an organization's technology, the organization's policies and procedures, the level of productivity, the behavior of individuals and groups in the organization, etc. may be viewed usefully as being interrelated and interdependent. It is desirable, but not essential, that the student(s) will have selected the organization to be studied, and that necessary arrangements for entering the organization will have been made prior to the beginning of the course. Assistance in selecting and obtaining access to an organization will be provided to students as is necessary.

Jock E. Rosin

#### **Mb 109 Human Groups (F, S; 3, 3)**

This course deals with the causes and effects of human interaction in small groups. To provide background, current theories based on research studies of primary and secondary groups will be examined and later tested. Elements of group structure such as statuses of members, role networks, and leadership will be considered along with the dynamics of group development, behavior norms, communication patterns, decision processes, task effectiveness and group maintenance. Major emphasis in the course will be on providing the student with the necessary concepts, tools and skills for the observation and analysis of behavior in goal centered groups, to help improve his own effectiveness in groups and to help the student become more aware of his/her own impact in groups of which he is a part. Attention will be given to interaction directed toward social maintenance within the group, as well as behavior associated with task accomplishment. Members will have the opportunity to observe actual on-going groups outside the classroom, and also act as participant-observers of temporary small groups within the class itself.

John W. Lewis

#### **Mb 123 Methods of Inquiry Into Human Behavior (F, S; 3, 3)**

This course is concerned with the process of systematic learning about the human environments in which one lives and works. It concentrates on field methods of research, observation interviewing, as they can be applied to better understanding of social settings,

groups, communities, work organizations, occupational groupings and life styles. Its purpose is to better equip the student with ways of thinking about people and ways of learning about them, so that he may more effectively and quickly deal with the new and different social situations that he will enter throughout his career, and deal with the inevitable problems he will encounter. Readings and classroom sessions are used to prepare the student to conduct a field study and evaluate it. The students' field projects and their methods of planning, working, writing up and evaluating the experience are major features of the course. Considerable time is spent on interpretive frameworks — theories, concepts and models of human social behavior — that the students need to plan and understand the substance (in contrast to the methods) of their field studies.

Dovid Moment

#### **Mb 709 Organizational Studies (F, S; 3, 3)**

This introductory course is designed to increase the student's effectiveness in dealing with individuals and organizations. Using both personal and conceptual tools, the course will cover such areas as individual motivation, the effect upon human behavior of membership in differing types of groups, types and effectiveness of managerial styles, organizational design and effectiveness, including the effect of organizational structure and managerial behavior. Stress will be placed upon self-learning to apply the principles learned in the course. The student will be expected to develop skills in responsible and effective problem-solving through small group and organizational simulation exercises, case discussions and the like.

The Department

#### **Mb 801 Communication and Behavior (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

This course attempts to improve the kinds of interpersonal competence which can contribute to the life of the manager, primarily but not exclusively in the effective accomplishment of purposes within organizations. It focuses on the important and difficult process of communication in such one-to-one relationships as superior-subordinate, line-staff and consultant-client, but also considers other relationships of importance to the manager, such as parent-child, friend-friend, and husband-wife. The process of communicating is studied via cases, films, twentieth century literature and other materials, and, of course, is experienced in the classroom, with the goal of increasing perception, awareness and understanding of one's own and others' points of view and behavior.

Dolmor Fisher

#### **Mb 802 Seminar in Organizational Development (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

There is widespread concern at the national level, including the Congress of the United States, about productivity and increasing employee alienation at work, including managers. This seminar is concerned with reversing this trend by providing approaches, tools and techniques to assist the student and the organization to become more competent. Both the individual manager and the successful institution (business, educational, nonprofit or other) must be flexible, adaptable to change and better able to meet the needs of both employees and the institution. The seminar provides the student with diagnostic approaches to determine when and where such tools should be used as: organizational design to better fit the environment; job enrichment; management by objectives; role analysis; attitude surveys and feedback methods; interface problem-solving; organizational confrontation; managerial and other team building; methods for inter and intra group conflict resolution; organizational confrontation meetings; and laboratory training. The content matter of the course is drawn from such fields as psychology, sociology and applied anthropology. Emphasis will be placed upon the individual and personal development of the student in addition to assisting him to understand and be more effective in managing change and innovation. Since the course is a seminar, there is no advance syllabus. Rather, the seminar is tailored to the needs of the students enrolled in the course at the time. It may include individual or group projects as well as cases, "nonquantitative" business games and the like, depending upon the psychological contract developed with the students in the seminar.

Edgor F. Huse



**Mb 803 Managerial Effectiveness (F; 3)**

Prerequisite: Mb 709 or consent of instructor.

The practicing manager is under pressure to get results. The organization in which he works is made up of individuals and units above, beside and beneath him, who are also striving to achieve certain results. This complex of striving people and units inevitably sets up dynamic tensions in the organization—tensions both of cooperation and of conflicting effort. The problem for the manager is how to make constructive use of inherent tensions in the organization. This course deals with skills and processes which are available to the manager for coping with the dynamic tensions of organization. These are: (1) the resolution of conflict between individuals and between groups; (2) confrontation by the manager representing himself in advocacy of his own needs; (3) counseling with organization members who are feeling stress; and (4) creation within the organization of belief in its problem-solving capacities.

John W. Lewis

**Mb 804 Group Dynamics (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

The purpose of this course is to help the student understand group processes and to become more effectively involved in membership and leadership roles in groups such as committees, task groups, and project teams. The students will work together as a project team in the course, designing, implementing, and evaluating a term project related to the course content. Thus, in addition to readings and discussions about group dynamics, they will be able to use their own project group as a learning laboratory.

John W. Lewis

**Mb 805 Seminar in Management Development (Summer; 3)**

Prerequisite: Mb 709 or consent of instructor.

This seminar will explore and evaluate some of the current theories and techniques being applied in the Management Development area. Students will examine management development concepts and applications through outside readings, class discussions, and team projects. A large segment of class time will be devoted to participation in management development exercises and techniques (role-playing, in-basket exercises, simulations, etc.), as a basis for evaluating their possible worth and inclusion in management development programs. This seminar will be of prime interest to persons who are actively interested in or engaged in the design and conduct of management development programs.

Roymond Keyes

**Mb 806 Industrial Psychology (F; 3)**

Prerequisites: Mb 709 or consent of instructor.

One of the keystones of organizational effectiveness stems from the success of the manager in solving personnel problems. Frequently, the areas of (1) personnel selection and classification, (2) wage, salary and incentive program administration, (3) personnel performance appraisal, and (4) union-management relations are unsystematically performed or left completely to the personnel department. This course will examine systematic approaches to these personnel administration areas utilizing the latest findings in behavioral science research. Selected exercises and cases will be employed to enhance the students' understanding of key concepts.

James Bowditch

**Mb 807 Personnel Management (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

The goals of this course are to acquaint the student with basic personnel processes and procedures and give him experience in solving some of the practical problems which frequently confront personnel departments of organizations. It will be a blend of the latest behavioral science techniques and the more traditional management procedures in the personnel administration domain. Topics included will be job design, performance, appraisal, staffing, selection and promotion, wage and salary administration, collective bargaining process, managing the higher level employee, training and personnel development. Classwork, library work, and field work will all be a part of this offering.

James Bowditch

## Management: Computer Sciences (Mc)

**Mc 021 Statistical Methods (F; 3)**

This course is intended to serve as an introduction to the theory and practice of modern data analysis, and is predicated upon the belief that meaningful applications can only follow upon an understanding of concepts. There are four main areas covered in the course. The first is an introduction to elementary probability theory and measures of data. A second section is concerned with the development of decision theory. Such topics as "expected monetary value," the value of sample information and "decision trees" are discussed. This is followed by a brief introduction to some common probability distributions (binomial, normal, "t" and "f") with special emphasis upon their use in estimation and hypothesis testing. Finally, multivariate estimation is introduced through a study of regression and correlation.

The Department

**Mc 022 Computer Science (F, S; 3, 3)**

This course is an introduction to many of the concepts that underlie the rapid emergence of computers during the last two decades. The principal objectives of the course are:

- (1) To develop an understanding and critical appreciation of the fundamental logical processes which underlie the use of computers, including primarily the concept of designing simple unambiguous steps for the solution to well-defined problems.
- (2) Through an understanding of computer processes, to create an awareness of the spectrum of possible uses for computers with special attention to the social, economic and cultural impact of such uses. In order to enhance such understanding several pedagogical vehicles are employed including a high-level programming language (such as BASIC or FORTRAN). Each student is expected to acquire some facility with this language.

The Department

**Mc 155 Statistical Decision Theory**

Prerequisite: Mc 021 or equivalent.

The purpose of this course is to introduce the student to the techniques and practices of statistical decision theory. The course can be roughly divided into three sections. The first section consists of a review of probability and statistical concepts leading to the area of decision-making without sample information. Much of the terminology used in statistical decision theory, such as Expected Monetary Value, Opportunity Loss, and Regret is introduced in a traditional statistical context. The next section deals with the question of how additional information provided by sampling can be included in the decision process. Specifically the concepts dealt with include optimal sample size, statistical decision rules and revision of estimates based on sample information. More realistic, ill-defined decision problems are introduced during the third portion of the course through the vehicle of cases.

Alternate Years

John J. Neuhouser  
Michael W. Rubin

**Mc 156 Statistical Analysis (S; 3)**

Prerequisites: Elementary calculus recommended but not required. The purpose of this course is to provide a solid background in the theoretical and practical foundations of statistical decision-making. Probability theory leading to the development of statistical decision rules forms a major emphasis of the course. Topics to be covered include random variates, distributions, estimation, hypothesis testing, correlation and regression.

John J. Neuhouser  
Michael W. Rubin

**Mc 159 Statistical Forecasting**

Prerequisites: Mc 020 or equivalent required; Mc 022 or equivalent recommended.

The development of regression analysis, employing the concept that such analysis utilizes linear models, forms the major emphasis of this course. The fundamental concepts of this methodology will be developed with special attention devoted to the implementation and use of this technique with computing equipment. Also covered in this course will be a consideration of traditional methods of



statistical forecasting, principally the isolation of seasonal, cyclical, trend and random components of time series data. Forecasting by methods of exponential smoothing will also be considered.

Alternate Years

John F. Conty  
John J. Neuhauser

**Mc 161 Simulation Methods (S; 3)**

*Prerequisite:* Mc 022 or equivalent.

The major emphasis of this course concerns the design and analysis of models of relatively complex systems. The first portion of the course concerns itself with the methodology of simulation. This will be followed by a consideration of the various uses of simulation models which have appeared in the literature. Typically models of waiting-line phenomena, inventory, scheduling, human problem solving and economic or ecological systems are considered.

John F. Conty  
John J. Neuhauser  
Michael W. Rubin

**Mc 261 Computer Languages (S; 3)**

*Prerequisite:* Mc 022 or equivalent.

This course is an introduction to the semantic structure of computer languages presented through a survey of and practice with several representative languages (COBOL, PL1, APL, FORTRAN, and a simulation language). A student will gain some facility with each language and with the use of tape and disk equipment.

F. Poul Fuhs  
C. Peter Olivieri

**Mc 290 Operations Research I (F; 3)**

*Prerequisites:* Mc 020 and Mc 022 or equivalents.

This course presents the concepts and techniques of deterministic optimization including linear and non-linear mathematical programming, i.e., the optimization of a given, usually economic, function subject to given constraints. Methods for determining the sensitivity of solutions and applications in game theory will be explored.

Joseph T. Howson  
Michael W. Rubin

**Mc 291 Operations Research II (S; 3)**

*Prerequisites:* Mc 020, Mc 022, or equivalents.

This course will consider several topics from the area of Operations Research including the study of waiting-line phenomena, dynamic programming (a search technique), inventory models, and simulation. The general applicability of these techniques to classes of problems will be demonstrated.

Joseph T. Howson  
Michael W. Rubin

**Mc 365 Systems Analysis (F; 3)**

*Prerequisite:* Mc 022 or equivalent.

The objective of this course is to engender an appreciation of systems design concepts on a machine-independent level through an understanding of BASIC ASSEMBLY LANGUAGE (BAL) programming techniques. The principal systems design criteria of speed and efficiency will be explored via consideration of benchmark algorithms and macro-instructions as the fundamental building blocks of system design. The limits of a given information processing resource configuration, as manifest in the available instruction set, the utilization of main frame and peripheral memory, and the efficiency of access, will be examined. In addition, traditional information processing problems and algorithms, such as file processing and search algorithms, will be explored. Finally, the understanding of systems design fundamentals will be applied through an examination of the relevant design criteria appropriate to the development of a batch processing oriented higher level 'language.'

John F. Conty  
F. Paul Fuhs

**Mc 370 The Computer Impact (S; 3)**

This course examines the social, legal and economic effects of modern computer systems, especially as these systems occur in organizations of differing size. Much attention is given to the students' analysis of significant societal issues raised by this burgeoning, and little understood, technology.

John J. Neuhauser  
John F. Conty

**Mc 384 Advanced Statistics I (F; 3)**

*Prerequisite:* Mc 021 or equivalent required; Mc 022 or equivalent recommended but not required.

This course concentrates on two themes: (1) how are experimental situations designed to maximize the amount of information gained from the experiment, and (2) how are the data obtained and analyzed in a meaningful fashion. A great deal of time is also spent in developing and describing the linear models underlying these experimental designs. These models are not conceptually difficult and lead to a much more complete understanding of the basic ideas of statistical design. Particular topics covered include blocking, complete and fractional factorial designs and the design and analysis of response surface or optimum seeking designs.

John J. Neuhauser

**Mc 385 Advanced Statistics II (S; 3)**

*Prerequisite:* Mc 384 or equivalent.

This course is a continuation of Mc 385. Concentration will be placed upon the design, analysis and interpretation of large scale data analysis problems. Topics will include advanced multivariate methods, discriminant analysis, and aspects of designing sample surveys. Emphasis throughout will be placed upon practical applications and consequently much stress will be placed upon the use of scientific subroutine packages available on computers. Students are expected to complete a term project incorporating the above methodologies.

Alternate Years

F. Poul Fuhs  
John J. Neuhauser

**Mc 390 Management Science I (F; 3)**

The application of the techniques of management science to real world problems is the main focus of this course. The methods are to be investigated include mathematical programming, simulation, decision theory, the mathematics of finance, and probabilistic models. This course is not intended as an in-depth theoretical presentation of the mathematical concepts underlying the current methodologies of Operations Research. Rather, emphasis is placed upon the application of techniques; that is, concentration will be placed on problem formation and the interpretation of results. Extensive use will be made of preprogrammed computing routines as particular applications warrant. Case studies and current articles will be used extensively.

Michael W. Rubin  
C. Peter Olivieri

**Mc 391 Management Science II (S; 3)**

*Prerequisite:* Mc 390 or equivalent recommended but not required.

This course will be an extension of Mc 090 in that the applications of particular Management Science techniques will continue to be investigated. However, this course becomes much more holistic and concentrates on an in-depth study of a single problem area. A single topical area of concern is selected before this course commences and forms the focus for a complete analysis from the view of management science. Such current problems might include but are not limited to mass transportation, pollution, government reorganization, public education systems, and the establishment of mass data banks. Because of the eclectic nature of the course, and, indeed, the field itself, an attempt is made to enroll students with many diverse academic backgrounds. Outside speakers and current articles are used extensively. Each enrollee is expected to participate in a substantive project of semester duration.

Michael W. Rubin  
C. Peter Olivieri

**Mc 603 Models For Planning Under Uncertainty (S; 3)**

*Prerequisites:* Mc 021 or Mc 708 or equivalents.

A course is designed to introduce the nonmathematical student to a practical methodology for dealing with complex management decision-making and planning problems, where a considerable amount of uncertainty about possible events is involved. Initially, students will be introduced to the concept of expressing their own subjective judgements concerning uncertain factors in a probabilistic manner. The methodology for using probabilities to improve the decision-making and planning processes will be introduced through the study of a variety of current applications of probabilistic modeling. Finally, student teams will select, model and present applications of this methodology to problem areas in their own



fields of interest. A time-sharing computer system will be employed during the application phase of the course. Some knowledge of computer programming (BASIC) would be helpful but is not required.

Fronk B. Componello

#### Mc 612 Computer Systems (S; 3)

Prerequisites: Mc 022 or Mc 707.

This course will be an introduction to computer structures presented as a critical analysis of current computer hardware and software with particular attention given to implementations in a time sharing environment. The student will be exposed to concepts of hardware architecture, operating systems, and file structures with the objective of relating these topics to cost/performance evaluations.

F. Poul Fuhs

#### Mc 707 Quantitative Analysis and Computer Science (F; 3)

This course is intended to serve as an introduction to computers and computer processes for graduate students. The student first learns and programs in a machine language, then an assembly language, and a high-level language. In doing so, he follows the historical and logical development of programming complexity and is able to understand and appreciate the operation cycle of the machine, the assembly process, compilation, indexing, character representation and so forth. The student is left with the feeling that he has an understanding of what computers do and how they work rather than merely the ability to communicate with them via some intermediary language. Both batch processing and time sharing computer usage will be involved.

F. Poul Fuhs

John J. Neuhouser

C. Peter Olivieri

Michael W. Rubin

#### Mc 708 Quantitative Analysis and Computer Science II (S; 3)

This course is essentially presented in two parts. The first part is designed to provide an introduction to the study of operations research, a scientific methodology for examining, defining, analyzing, and solving complex problems. When applied to the solution of management problems, operations research is often called management science. Some of the mathematical models investigated are linear programming, assignment/transportation models, and optimization models. Since operations research is decision oriented, it is closely related to the area of study known as decision theory. Part two of the course deals with this area and with other areas of statistical analysis. The course presents topics in statistics and probability with an emphasis on methods and applications concerned with management decisions. Areas covered will include: probability theory, discrete and continuous distributions, hypothesis testing, linear correlation and regression analysis.

F. Poul Fuhs

John J. Neuhouser

C. Peter Olivieri

Michael W. Rubin

#### Mc 801 Operations Research I (F; 3)

Prerequisites: Mc 707 and Mc 708 or equivalents.

This course is intended to provide a thorough and up-to-date treatment of the fundamental ideas of Operations Research based on the idea that this area is concerned with the application of mathematics to the decision-making process. It is intended that students will gain the understanding and confidence to appreciate the strengths and inherent limitations of the Operations Research approach. Linear and nonlinear programming, dynamic programming and stochastic models are among the topics to be covered at a comprehensive yet introductory level.

Joseph T. Howson

John J. Neuhouser

Michael W. Rubin

#### Mc 802 Operations Research II (S; 3)

Prerequisite: Mc 801 or equivalent.

The concepts involved in modeling by means of computer simulation will form the first part of this course. It will be assumed that the purpose of simulation is to gain a better understanding of the modeled system and thereby enhance the decision-making process. Emphasis will be placed on the construction and analysis of simulation experiments. In order to enhance this experience the

latter part of this course will involve the construction, implementation and evaluation of a real world system simulation.

Joseph T. Howson

John J. Neuhouser

Michael W. Rubin

## Management: Administrative Sciences

### Administrative Policy Program (Md)

#### Md 099 Administrative Strategy and Policy (F, S; 3, 3)

Prerequisite: Successful completion of SOM professional core

This course focuses on the study of the administrative process as organizational guidance – from a top-management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from, functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and administrative philosophies and ideologies. Considerable emphasis is placed on student participation through class discussion, and on the development of administrative skills.

Ermenegildo Alfano

Bruce N. Boker

Wolter H. Klein

Dovid C. Murphy

#### Md 180 Long-Range Planning (F, S; 3, 3)

This course deals with over-all organizational planning – guidelines for planning; goals and objectives; outside-in approach; inside-out approach; the task of plans, planning, and budgeting; computers and long-range planning; operations research and planning; implementing plans. Case studies are used from a variety of organizational settings.

Bruce N. Boker

#### Md 299 Independent Study (F, S; 3, 3)

Prerequisite: Senior standing, consent of department chairmen.

The student works under the direction of an individual professor. By arrangement

The Department

#### Md 350 Case Research Program (F, S; 3, 3)

Prerequisite: Senior standing, consent of the instructor.

The Case Research Program puts the management student in contact with real-world organizations by directly involving him in various actual business and non-business experiences. This is performed by the participant writing, analyzing, and consulting on real-world cases on an individual basis – each student being responsible for his functioning and success. The Case Research Program forces the student to apply his education, synthesizing various disciplines, theories, concepts, and techniques, therefore departing a degree of “reality and relevance” to the student’s education which may not otherwise be present. As a result, the participant develops a rapport with the business and non-business community and with the management profession, exposing him to the realities of both, and assisting him in developing the conceptual, analytical, expressive, and human skills he will find necessary in practice.

By arrangement

Dovid C. Murphy

#### Md 601 Management in the Future (F; 3)

This course explores what the future environment of organization will be, pursues the design of better conceptual frameworks of thinking about and studying organizations in a dynamic environment, and develops forecasting and scanning methods to help anticipate change as well as techniques for coping with problems of rapid change and of familiar situations. There is concern for identifying the sources and mechanisms of social progress. In this context, there is interest in broad environmental trends such as a pluralistic economy, a society of organizations, post-industrial society, ecological balance, the military-industrial complex, business-government-university relationships, radical socio-political movements, and the knowledge revolution. The specific direction of the course depends upon the research and professional interests of the students.

Bruce N. Boker



**Md 602 Management Thought in Perspective (S; 3)**

This course examines management thought as a dynamic, evolving, and organized body of knowledge influencing managerial performance and practice. The recognized and representative schools of management thought—Classical, Behavioral, and Management Science Schools—are examined to identify similarities and differences, and to understand the basic assumptions, applications, strengths, and weaknesses of each. Within the context of these schools of thought, emphasis is given to the search for differences in the environments within which firms must operate. The economic, legal, philosophical, political, cultural, and technological effects which influence management thought and performance are studied, as are recent research and ideas, current issues, and emerging concepts contributing to total thinking about management. Specific issues such as decentralization, management by results, and the systems approach will be examined in-depth to illustrate the effects of environmental factors upon, and the interface among the Classical, Behavioral, and Management Science Schools of Management Thought.

*Dovid C. Murphy*

**Md 608 New Business Formations (F; 3)**

This course is designed to show the student how to organize a new business. Topics discussed include selected aspects of corporation law, entrepreneurship, accounting and financial aspects of new business formation, innovation and patent protection, the role of research and development in emerging business, marketing and product planning, business and technological forecasting, principles of valuation, and the management of growth.

*Richard B. Moffei*

**Md 609 Mergers and Acquisitions (S; 3)**

This course is designed to acquaint the graduate student with the intricacies of mergers and acquisitions, including establishment of corporate objective search, valuation, negotiations, methods of payment, tax treatment, securities valuation, Securities and Exchange requirements, and psychological problems. Case studies are utilized in the valuation section of the course.

*Richard B. Moffei  
James F. McGill*

**Md 710 Policy Formulation and Administration (F, S; 3, 3)**

**Prerequisite:** Completion of the MBA Common body of knowledge. This course provides an integrative study of administrative processes under conditions of uncertainty including environmental and integrative analysis along with defining organizational strategy and planning for its implementation. Case analysis and simulation exercises are used to develop operationally such concepts as decision making, long range planning, management philosophy, objectives, policies, strategy and systems analysis. Cases dealing with policy making in government, university, and small business administration are analyzed to broaden the learning experience beyond the private corporation. A major concern is the development of broad, transferable skills of orderly problem solving, imaginative thinking, independent learning, and creative leadership, role playing, learning cells, and process analysis serve as aids in the development of these skills. Finally, consideration is given to the management requirements for organizational renewal in a world of rapid change, increasing complexity, and greater social awareness.

*Ermenegildo Alfano  
Wolter H. Klein*

**Md 803 Management Decision Making (F, S; 3, 3)**

This course uses a general management simulation to enable students to put into practice the principles of management decision-making and forward planning in a framework which approximates the risk, the uncertainty, and the dynamics inherent in actual business and economic situations. The major objective is to clarify the relationships among the functional departments (finance, production and distribution) of a business enterprise. Some of the administrative problems included in the exercise are profit management, sales forecasting, production and inventory control, cost analysis, pricing policies, budgeting, and capital management. The participants must prepare and analyze financial reports, fund flows, budgets and sales forecasts. Each student acts as a member of a particular company organization in an industry having three relatively equal firms, so that there are both internal problems of communication and external problems of competition. The partici-

pants are expected to apply the universal principles of scientific procedure in order to discover the nature of the simulated business world here encompassed, and thus to improve their control of the company's situation.

*John E. Von Tossel*

**Md 804 Management of Technology (S; 3)**

This course emphasizes the appropriate structuring of research and development efforts in order to achieve a common framework for schedule, cost, and technical performance controls. Project management organizational arrangements and project management tools are described and evaluated. The growth of technology assessment, technology transfer, and the role of the Federal Government in the direction and management of technology are other typical topics which are analyzed in class and recommended for class research projects.

*Bruce N. Boker*

**Md 806 Planning Theory and Practice (S; 3)**

This course begins with an investigation of why planning is needed now more than ever by modern complex organizations, whether engaged in business, education, government, or service and whether for profit or not-for-profit. The first half of the course is devoted to the concepts and purposes of long range planning. The second half of the course deals with shorter range planning and programming. Emphasis is divided equally between the theoretical bases for planning and programming and the actual practices, tools and techniques which are found in the best planning organizations. Case problems and case studies are used to reinforce class discussion.

*Bruce N. Boker  
Richard B. Moffei*

**Md 807 Seminar in Advanced Topics in Administrative Sciences (F; 3)**

This seminar deals with the strategy formulation and implementation problem which face all organizations. Advanced and original analysis is conducted to study how strategy permeates and is rounded-out and implemented by policy, organization and control. Emphasis is placed on the organization's integration of and adaption to its dynamic internal and external environment.

*Dovid C. Murphy*

**Md 895 Case Research Program (F, S; 3, 3)**

**Prerequisite:** Consent of the instructor.

This course studies specific problems in many and varied live business and non-business situations. For the most part the student works on an independent basis, preparing case presentations and analyses. The CASE RESEARCH PROGRAM forces the student to apply his education, synthesizing various disciplines, theories, concepts, and techniques, therefore imparting a degree of "reality and relevance" to the student's education which may not otherwise be present. As a result, the participant develops a rapport with the business and the nonbusiness community and with the management profession, exposing him to the realities of both, and assisting him in developing the conceptual, analytical, expressive and human skills he will find necessary in practice.

*Dovid C. Murphy*

**Md 897 Directed Readings (F, S; 3, 3)**

**Prerequisites:** Second year status, consent of department chairman. The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

*The Department*

**Md 898, 899 Directed Research I and II (F, S; 3, 3)**

**Prerequisites:** Second year status, consent of department chairman. The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

*The Department*



## Management: Administrative Sciences

### Environmental Analysis Program (Me)

#### Me 160 Corporate Social and Environmental Responsibilities (F, S; 3, 3)

This course explores, analyzes, and applies various concepts of corporate social responsibility. Attempts by business to respond to environmental social and urban problems are investigated. Corporate power, military industrial complex, pluralism, corporate or industrial state, technology and social change, economic growth, pollution, quality of life, consumerism, urban crisis, hiring the disadvantaged, racism, minority enterprise, changing values, and social accounting systems are the kinds of issues and topics considered. Environmental analysis, futurism, corporate social policy planning and value issues facing management serve as integrating themes. The student, through extensive case analysis and special projects, is given ample opportunity to gain deeper insight into his own values and to develop skill in decision making under conditions of uncertainty and value conflicts. *Wolter H. Klein*

#### Me 602 Competition and Public Policy (F; 3)

This course inquires into the statutory and the case law relating to the conduct of private sector commerce, with in-depth consideration of the Sherman, Clayton, Robinson-Patman, and Federal Trade Commission Acts. The policies implicit in this regulatory scheme are examined; oblique reference is made to, and a knowledge is presumed of, various market structure models, particularly those microeconomic models which have been the theoretical foundation of the "antitrust" laws. Considerable inquiry is directed toward the issue of whether concentrations of economic power are consonant with societal goals, whether at the time of passage of the legislation, or for the future. The relationships between "free enterprise", "capitalism", economic growth, full employment, economic stability, and technological innovation, on one hand, and the regulatory framework, on the other, are examined in detail. Statutory and regulatory prohibitions against restraints of trade, of a per se as well as a "rule of reason" nature, accomplished via pricing, product, and territorial restrictions, are explored; actionable discriminatory pricing policies, and merger restrictions, including vertical, horizontal, and conglomerate types, are scrutinized as well. Enrollees participate in the simulated management of a firm in an oligopoly market structure, with the objective of gaining an appreciation of the fundamental tension between optimal managerial strategies and the regulatory environment. In particular, possible Sherman and Robinson-Patman Act violations, whether intentional or not, are evaluated according to standards of managerial efficacy and legal policy. *John F. Conty*

#### Me 603 Comparative Management and Politico-Economic Systems (F; 3)

This course is about management in different countries; it is an analysis of management as a variable in differing environments. Emphasis is on the search for like and unlike attributes and patterns, and their implications for multi-national organizations and international business. The analysis extends into consideration of the major economic and political systems with the objective of achieving better understanding of the impact the various systems have upon managerial processes and practices. The course is directed toward the development of cultural, organizational, and managerial perspectives. Extensive case analysis is an integral part of the course. *To be announced.*

#### Me 606 Legal and Social Issues (S; 3)

This seminar will cover current social and legal problems confronting the business community today. Against a background of such basic concepts as property rights, civil rights, law and order, common good, the seminar will examine the obligations of the corporate community to the greater community and the ramifications of failure to meet these obligations. Students will participate in the determination of relevant problem areas to be examined and in the design of projects dealing with these problems. When appropriate, outside guests will be invited as resource persons for the seminar discussions. *Christopher J. Flynn, Jr.*

#### Me 607 Business Leadership and Urban Problems (S; 3)

This course studies in some depth a half dozen or so pressing urban problems in an effort to explore business-government-university relationships in urban development and to develop conceptual frameworks, managerial processes, and leadership skills for dealing with such problems. Among the problems that might be considered are employing the disadvantaged, black capitalism, mass transportation, controlling pollution, city planning, financing urban development, educational improvement, low-cost housing, racism, poverty and the ghetto, and health care. Trends in the metropolitan environment, the design and use of urban simulation games, and planning the economic-political-social environments of new cities will be considered depending upon the professional interests and backgrounds of the students. *Gerold W. Bush*

#### Me 701-702 PACE-Problems of Administration in Changing Environments I & II (F, S; 3, 3)

This two-semester, core course is concerned with an interdisciplinary survey of the host of environmental factors facing profit and non-profit organizations. Effort is made to present the historical roots, the institutions, the philosophical concepts, and the major economic, legal, political, religious, scientific, and social ideas that have helped shape modern industrial societies. These are presented in ways that conceptualize about the various interfacing processes existing between organizations and society, that explore the expanding role of professional managers as links between organizations and their environments, and that help define the contemporary organizations-environment problems and social issues. The course emphasizes the role of managerial and organizational values in shaping the increasingly complex and constantly changing environments and provides opportunities to acquire and develop broad analytical and decision-making skills that enable organizations to cope with their environments in pragmatic, effective, and systematic ways. PACE is offered as seven mini-courses with the student, in general, selecting on the basis of his undergraduate background and his interests. *Bruce N. Boker*  
*John F. Conty*  
*Wolter H. Klein*  
*David C. Murphy*  
*Dorothy Sporrow*

#### Me 801 Seminar in Planning Managerial Responses to Contemporary Social Challenges (S; 3)

Prerequisites: Me 701, 702.

This seminar concentrates on planning, formulating, and implementing strategies to discharge the social and environmental responsibilities of organizations. The role of values and value conflicts are explored in detail throughout the course. Consideration is given to such topics as affirmative action programs, hiring the disadvantaged, participation in community action and urban renewal programs, social audits and indicators, social budgeting, social accounting systems, social responsibility models, and structural arrangements for implementing social action programs. Current efforts by corporations and non-profit organization are reviewed and evaluated. Special attention is paid to theories of business behavior and to interorganizational dynamics—interfacing processes, interorganizational decision making, consortiums and other institutional arrangements through which interorganizational linkages are accomplished. The specific direction of the seminar depends upon the research and professional interests of the students. *Wolter H. Klein*

#### Me 804 Seminar in Economic, Technological and Environmental Forecasting (F; 3)

This seminar investigates the current state-of-the-art of forecasting in the economic, technological, and environmental areas. The principal techniques for conducting such forecasts are presented in lecture and discussion sessions during the early part of the course. Students then form groups to conduct an actual forecast consistent with the class objectives. The forecasts are presented in class and are critically reviewed by the class. Case problems and workshop sessions are used to supplement lecture and discussion of extrapolation techniques and forecasting, barometric or indicator forecasting, lead-lag forecasting, forecasting via national income accounts, forecasting using econometric models, forecasting with input-output analysis, Delphi poll techniques, envelope forecasting techniques, and use of social indicators. *To be announced*



**Me 897 Directed Readings (F, S; 3, 3)**

Prerequisite: Second year status, consent of department chairman. The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

**Me 898-899 Directed Research I and II (F, S; 3, 3)**

Prerequisites: Second year status, consent of department chairman. The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

## Management: Finance (Mf)

**Mf 021 Basic Finance (F, S; 3, 3)**

The purpose of this course is to introduce the student to the full range of activities that are subsumed under the heading "Finance." The course is divided into four sections:

- Financial Analysis
- Corporate Finance
- Capital Markets and Institutions
- Investments.

The financial analysis section deals with the development of those tools and concepts needed by a person working in the financial area. Topics covered are: Funds Flow Concepts; Ratios as Tools of Analysis; and Basic Financial Forecasting. Readings, problems and case studies will be used in this section of the course. The Corporate Finance section is a brief, case-oriented introduction to working capital management and short term financing, and builds upon the tools and concepts introduced in the early part of the course. The Capital Markets and Institution sections of the course will present, initially, a survey of those organizations and institutions such as commercial banks, savings banks, insurance companies, and others that provide funds to the corporate sector of our economy. Subsequent to this, the money creation, money management, and monetary control activities of the Federal Reserve System will be introduced and discussed. In order to have the students better understand the workings of the banking system one or two short case studies on the formation and management of commercial banks will be presented. The Investments section of the course will introduce the student to the investment banking function, the organized exchanges and their operation, and the analysis of common stocks. Readings on the various investment banking issues will be presented for analysis and class discussion. One or two brief case studies on the investment banking industry will be presented in the latter part of this section of the course.

The Department

**Mf 151 Investments (F, S; 3, 3)**

A course designed to introduce the student to both the nature and valuation of financial assets. The investment process, investment risks, various investment media and the operation of the capital markets are discussed. Special emphasis is placed on the critical analysis of the financial statements of security issuers and on sources of investment information. The student is introduced to the capitalized earnings approach to valuing common stock and through several case studies it provides the opportunity to exercise his own analytical skills and judgment in utilizing this model. Each student is responsible for a detailed written analysis of the common stock of a major company.

Francis B. Campanella  
Kenneth E. Frantz

**Mf 153 Management of the Public Sector of the Economy (S; 3)**

This course is concerned with the methods by which federal, state and local governments finance themselves and deliver their services. An analysis is made of the borrowing and taxing capabilities of the several levels of government. Thereafter, an in-depth examination is made of the traditional and emerging budgetary processes used by governments to plan and select the priorities of their

expenditures. This is followed by a consideration of the financial management of some of the functions performed by governments. Here, the emphasis is on current areas of public concern.

Walter T. Greaney

**Mf 154 Management of Non Bank Financial Institutions (S; 3)**

The purpose of this course is to acquaint the student with the markets for long term funds; the factors that influence the supply and demand for these funds and the management of the financial institutions that participate in these markets. Flow of Funds Statements and the effects of interest rate changes will be studied. Case studies will be used to familiarize the student with the internal management of key financial institutions. These would include Savings Banks, Insurance Companies, Pension Funds, Mutual Funds, Investment Counselors and Investment Banking Firms.

Walter T. Greaney

**Mf 155 Management of Commercial Banks (F; 3)**

This course is intended to provide the student with an introduction to the management of commercial banks. The role of the Federal Reserve in administering monetary policy (the money creation and control process) and in regulating the operations of the commercial banks is the central theme around which the course is developed. Specific topics that are covered are the management of commercial bank reserves, the cash position, and portfolio management. In addition, the course provides the student with an understanding of such important bank activities as customer services, marketing techniques, and the relationships of banks to banks and to their customers. An important part of the course is concerned with how banks seek and negotiate loans. This includes processes of evaluation of secured and unsecured loans to businesses and individuals. The methods of presentation are by the use of a textbook, selected case studies and relevant reading materials.

Mya Maung

**Mf 163 Tax Factors in Business Decisions (F; 3)**

Through a study of the evolution, growth and application of tax laws the student is enabled to judge their effect upon the general economy and business practices in particular. Analysis is made of specific laws and provisions of law beginning with their purposes, enactment and usages and proceeding to their current status. Economic and legal materials show the pressures that cause continuing evolution in the tax laws. Detailed study of legal provisions is made to illustrate the effects upon business and business decisions. The purpose of the course is to develop an awareness of the force and effect of tax law by an understanding of concepts and the illustration of their application in the practical areas of personal and corporate business endeavor. Primary consideration is given to the income, estate and gift tax laws.

John Salmon

**Mf 201 Financial Management I (F, S; 3, 3)**

Prerequisite: Mf 021 Basic Finance.

This course is designed to analyze the management of the sources and uses of corporate funds. Topics treated intensively include the techniques of financial analysis, management of working capital, short and intermediate term financing and an introduction to capital budgeting techniques. The teaching methods will be a combination of lectures, problems and case discussions.

Paul Devlin  
Jerry A. Viscione

**Mf 202 Financial Management II (F; 3)**

This course presupposes and is an extension of Financial Management I. Topics treated intensively include capital budgeting, sources of long term capital, financial leverage, debt capacity, cost of capital, capital structure, dividend theory and policy and value and mergers. The teaching method will be a combination of lectures, problems and case discussions.

Jerry A. Viscione

**Mf 205 Finance Seminar (S; 3)**

This course permits a limited number (15) of Senior Finance Majors to study some of the modern techniques and more advanced theories of Finance. Each participant will be expected to perform extensive research in an area and pass in a written report. The content, teaching method and grading system will be determined by the participants and the instructor.

John C. Praston

**Mf 299 Individual Directed Study (F, S; 3, 3)**

This is an opportunity for students interested in independent study to engage in a one to one relationship with a faculty member of



the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in his previous studies. It is expected that the student will present the results of his research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairman is to be obtained when the individual faculty member has agreed to direct the student's research project.

Wolter T. Greoney

#### **Mf 606 International Finance (S; 3)**

The course is designed to analyze and evaluate the financial operations and policies of an international firm. The nature and structure of the international capital market will be presented in the light of international flow of funds with a focal emphasis on the decisions and actions affecting the value of a multi-national business. The status and role of an international financial manager will be assessed in terms of the organizational structure of specific firms and their regions of international investment. The main objective of the course is to equip the students with an analytical tool for empirical research in such areas as international portfolio and direct investments, international securities markets, international correspondent banking, financial structure of subsidiaries and branches, differences in tax and monetary environments, and foreign trade policies of a number of foreign countries. Specific topics of interest covered in the course are Euro-Dollar and Euro-Dollar Bond Market, Various Term Structure of Interest Rates, Purchasing Power Parities, Forward and Spot Rates of Exchange, Edge Act Company, Development Finance Companies, Development Banks, Joint-Ventures, International Cartels, Hedging of Risks, Working Capital Management, and Management Control of Foreign Operations. The course will use both general and case studies as its method.

Myo Moun

#### **Mf 703 Management Information, Accounting and Control (F; 3)**

The purpose of this course is to develop skills in the collection and analysis of business information and to develop some measures of quantitative and qualitative performance of the business firm. The course begins with an introduction to accounting as a means to record and report the activities of a firm. In particular, that portion of a business' expenses which should be reported in a particular period and that which should be deferred to subsequent periods are discussed. The second phase of the course deals with the use of accounting information and its systematic collection for managerial decisions. The final phase deals with procedures and analytical techniques for making individual managerial decisions. The importance of the effect of such decisions on the organization is stressed.

William J. Horne  
John G. Preston

#### **Mf 704 Management Information and Finance (S; 3)**

Prerequisite: Mf 703.

This course deals with the management of business funds. Its purpose is to develop in the student skill in using techniques of financial analysis and the application of these skills to funds management. In particular, the estimate of flow of funds and the ability to judge a business' ability to meet its present and future commitments are discussed. The second part of the course deals with sources of short, intermediate, and long-term funds. Alternative means of dealing with particular needs are covered. Several methods of allocating scarce funds to competing opportunities are investigated in some depth. The subject of valuation of the firm is also discussed.

William J. Horne  
John G. Preston

#### **Mf 801 Investment and Security Analysis (F; 3)**

A comprehensive study of the principles and techniques of security investment and portfolio management. The investment process and risks are discussed and suitable objectives are considered for each class of investor. Business cycles and other economic aspects of investment are surveyed. The concept of corporate earning power and corporate growth prospects are analyzed. Various investment media are considered with emphasis on common stock and its valuation. Analytical methods of stock market behavior are examined and attention is given to individual and institutional portfolio management.

Francis B. Comptonello

#### **Mf 802 Money and Capital Markets (S; 3)**

This course analyzes the external sources of funds for businesses, financial institutions, and nonprofit organizations. Also discussed are factors such as federal and local, political and economic conditions and the way in which these seem to affect the supply of funds to organizations. Attention is given to the Open Market Committee of the Federal Reserve Board as well as other regulating agencies. Topics such as the flow of funds from one country to another, interest rate structure and the application of analytical techniques to the funds markets are discussed. Kenneth E. Frontz

#### **Mf 803 Management of Financial Institutions (F; 3)**

This course is designed to permit students interested in careers in financial institutions to consider in depth some of the key problems of these types of firms. The material selected for the course covers a variety of specialized functions in financial institutions such as lending, investment and competition for funds. In general, these subjects will be discussed from a senior management point of view. In addition, material on capital management, measurement of performance, reconciliation of profit motives with obligations to the public and the effects of regulatory agencies will be discussed.

Wolter T. Greoney

#### **Mf 804 Advanced Topics in Financial Management (F; 3)**

Prerequisites: Gc 321, Gc 322.

The prime emphasis of this course will be on the efficient use of the scarce resource of funds. This course will cover in depth such subjects as capital budgeting in corporations of both single product line and multiproduct lines. Also to be covered are dividend policies, capital structures and efficient debt levels for corporations. The area of valuation of the firm for mergers and acquisitions will also be discussed. The thrust of this program will be in problem-solving and decision-making. Where useful, the computer will be used to aid in analysis.

Jerry A. Viscione

#### **Mf 805 Finance Seminar (S; 3)**

The topics included in the seminar will be determined by the students subject to the approval of the instructor. Each student will be expected to do extensive research in an area, lead the discussion on the topic and pass in a written report. After the topics have been selected, the instructor will prepare a reading list. Emphasis will be placed on recent contributions to the area. Finally, the instructor will lead the seminar for the first two or three sessions. Topics covered will be some of the more advanced and modern techniques and theories of Finance.

John G. Preston

## **Management: Administrative Sciences**

### **Production and Operations Management Program (Mg)**

#### **Mg 021 Introduction to Management and Production (F, S; 3, 3)**

This course is offered as two mini-courses, one serving as an introduction to general or central management, the other as an introduction to production and operations management. Overall the course serves as an introduction to the task of managing an organization with an emphasis on the structure and behavior of productive systems. The primary objective is the development of a basic understanding of the process of integrating the human and technological resources in productive systems. The integrating process focuses on decision of costs, quality, customer service, return on investment, personal satisfaction and social responsibility being consistent with organizational objectives and policies.

David C. Murphy  
Alon P. Thoyer  
John E. Von Tassel  
Frederick M. Whitmeyer

#### **Mg 105 Industrial Relations (F, S; 3, 3)**

This course surveys: labor problems such as unemployment, economic security, worker productivity, wage determination, industrial unrest, and labor mobility; the role of labor movements and labor



unions in modern industrial societies and the impact of their philosophies, policies, and practices; union history, structure and government; and labor legislation and national labor and manpower policies.

Poul V. Mulkern  
Dorothy Sparrow

**Mg 242 Personnel Management (F, S; 3, 3)**

This course studies, discusses, and applies the techniques of contemporary theory, techniques, and practices of the management of people. From the historical development to the present, the role of the personnel department in administering the personnel program is analyzed, major emphasis is placed on the role of supervisors, managers, and their supervisors in managing subordinates. Such topic areas are included as proper staffing, maximizing employees' potential, organizational behavior, remuneration, security, and research.

Alon P. Thoyer

**Mg 250 Production Control (F, S; 3, 3)**

Prerequisite: Mg 021.

This course emphasizes the interdependence of all elements in an operations control system. Techniques of forecasting, economic order quantities, performance measurement, inventory and materials management, scheduling, cost control, quality control, maintenance, capacity planning and site location are considered in reaching solutions to production problems based on factual information, sound decision making processes and rational judgment.

Alon P. Thoyer

**Mg 264 Collective Bargaining (S; 3)**

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.

Dorothy Sparrow  
Donold J. White

**Mg 270 Operations Management I (F; 3)**

Prerequisite: Mg 250.

This course has as its central theme the application of the problem solving and decision-making process to the operation environment of any organization. The systems approach relates both principles of analysis and principles of synthesis to the management activities of planning and control. A generalized input-process-output model of a system is used to integrate the analytic tools available to the operations manager. Selected statistical, probabilistic, linear programming and simulation models will be presented to complete the student's understanding.

John E. Von Tossel

**Mg 271 Operations Management II (S; 3)**

Prerequisite: Mg 270.

This course develops and applies models to operations management problems from the base established in Operations Management I. The use of the computer as an aid to the management of input-output systems is presented and the student will be expected to use the computer in assignments without a formal knowledge of computer science. This combination of the application of models through the use of the computer is designed to prepare the student to resolve ever more complex problems and to deal with decision-making in a systematic way upon entering the field of the operations manager.

**Mg 299 Independent Study (F, S; 3, 3)**

The student works under the direction of an individual professor.  
By arrangement The Department

**Mg 375 Systems Management (S; 3)**

Prerequisite: Mg 021 or Mg 706.

This course studies three types of operating systems from the management-problem viewpoint. The technique applied to these systems is the modern methodology available to the manager, especially programming models and network theory. The use of this multi-dimensional approach provides the student with the ability to adjust to the specific processing system of any industry and the skill to manage the details of any applied technology.

John E. Von Tossel

**Mg 706 Production and Operations Management (F, S; 3, 3)**

This course studies the field of production and operations management with an analytical approach and the broad viewpoint, together with a systems synthesis of the input-output process inherent in any organization designed to achieve objectives. Emphasis is placed on the economics of production, relating cost concepts to the decision-making process. The methods used in the design of production systems are integrated with operations planning and control to achieve effective and efficient solutions for production problems. Depth of coverage is preferred to breadth, however the interrelations with other operating functions are recognized and identified.

Donold H. Peters

John E. Von Tossel

Frederick M. Whitmeyer

**Mg 801 Labor and Industrial Relations (F; 3)**

This course is concerned with the development, structure and current status of unions in the United States; of management attitudes toward the bargaining process and of the evolution of labor legislation and government policy towards labor-management relations. Changes in the composition of the labor force have brought with them an expansion of interest in collective bargaining from the original blue collar workers to teachers, technical and public employees groups. Similarly, collective bargaining negotiations give evidence of expanding areas of interest on the part of labor and management, increasing the possibilities of agreement and disagreement.

Poul V. Mulkern

Dorothy Sparrow

**Mg 802 Collective Bargaining and Grievance Handling (S; 3)**

This course is concerned with labor-management contract negotiations and problems arising under the day-by-day administration of union agreements. The cases involve basic union and management positions on the subject of management rights, union security, seniority, job evaluation, pensions, grievances and other issues. Contract negotiations relate to the automotive, steel, maritime and other national industries, as well as to companies on a local level.

Poul V. Mulkern

Dorothy Sparrow

**Mg 808 Management of Health Organizations and Systems (S; 3)**

This course will deal in depth with 5 key issues: (1) The behavioral and role expectation of the health care professional, and the effect of this role structure on the management of health care organization. (2) The sociology and behavior of the health institutions, and its responses to external and internal pressures. (3) Fiscal practices, accounting, budgeting processes, legitimacy and accountability in a health institution. The role of Blue Cross, Medicare, Medicaid, State Welfare and other third party payment systems. (4) Legal and legislative rulings as the impact on the health care institution and the health care professional. (5) Techniques of administrative control. Organization and decentralization of the decision-making process. Case materials and readings will be used in the course which will be conducted in seminar fashion. Written research reports will be required of all students. This course is a joint offering with other graduate programs on campus.

To be Announced

**Mg 897 Directed Readings (F, S; 3, 3)**

Prerequisites: Second year status, consent of department chairman. The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

**Mg 898-899 Directed Research I and II (F, S; 3, 3)**

Prerequisites: Second year status, consent of department chairman. The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department



## Management: Honors Program (Mh)

### Mh 125 Communications and Conference Management (F; 3)

Prerequisites: Open to School of Management Honors Program sophomores, or by permission of the Director.

This course acquaints the student with public speaking and the operation of meetings. It includes the preparation of speeches to be presented in front of small groups. Closed circuit television is utilized such that each student obtains audience criticism as well as immediate feedback on his performance in front of groups. In the conference management section, the student is expected to obtain a basic knowledge of task division, committee assignments and agenda setting.

By arrangement.

### Mh 127 Junior Honors Methodology Seminar (S; 3)

Prerequisites: Open to School of Management Honors Program Juniors or by permission of the Director. One prior term of statistics is required.

In order to prepare for the senior thesis, a junior is exposed to a variety of methodological techniques. These include analysis of variance, analysis of regression, survey approaches, scaling, case writing and other experimental design issues.

By arrangement

John Neuhouser  
Robert Hisrich  
James Bowditch

### Mh 199 Thesis (F, S; 3, 3)

Open to School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project normally done under the direction of a faculty member from the department in which the student has an area of concentration. In general it follows the format of a thesis for which data are collected, analyzed and a substantive report is written. The topic and format of the project are mutually agreed upon by the student, his advisor and the Director of the Honors Program.

By arrangement.

### Mh 891 Thesis I (F, S; 3)

This seminar is for the student who elects to write a thesis in order to meet the requirements for the MBA degree. A thesis candidate enrolls for six hours of credit. During the first term the thesis candidate will meet with the Thesis Program Director and will receive guidance relating to the overall thesis requirement. He will then set about to select and develop a suitable problem for thesis research, do preliminary research and prepare a preliminary thesis proposal. Finally, a detailed plan for the final research effort and a workable writing plan are prepared. The primary intention of this first part of the thesis requirement is to prepare the student for an assignment to an appropriate faculty member who will direct the research and writing of the formal thesis.

Poul H. Doorly

### Mh 892 Thesis II (F, S; 3)

Upon successful completion of the requirements of Thesis I, the student will register for the additional three credit hours in a subsequent term. In this stage, the student works under the direction of the assigned thesis advisor. All thesis candidates will maintain contact with the Thesis Program Director concerning necessary arrangements for scheduling thesis presentations and for completing thesis requirements.

Poul H. Doorly

### Mh 896 Directed Readings (F, S; 3)

Where a student wishes to pursue study in an area not available to him in regularly scheduled courses, he may propose an independent readings project. In such cases, the student must contact a faculty member who has necessary background in the area. Together they will agree on a list of appropriate readings. In some instances, it will be necessary for the student to pursue a literature search as a preliminary step in the preparation of the readings list. When agreement is reached, the faculty member assumes responsibility for directing the readings project and for evaluating results through oral or written examination.

Roymond F. Keyes

### Mh 898 Directed Research (F, S; 3)

A student may propose to a faculty member an independent research project. In such cases, the student must submit a written

proposal to the faculty member and to the Dean. If approved, the student will proceed with the research project under the direction of the faculty member. The project will normally include the proposal, a working plan, a presentation, and a written report. On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors. Assignment of credits (3 or 6 credits) will depend on the scope of the research project and will be determined on the basis of the research proposal.

Roymond F. Keyes

## Management: Information Systems (Mi)

### Mi 802 Management Information Systems (S; 3)

Prerequisite: Mc 707 or equivalent.

The overall objective of this course is to provide a systematic insight into the problems of identifying an organization's recurring information requirements which facilitates the decision-making process. Particular emphasis will be given to the analysis of problem situations and the designs of attendant information systems necessary to meet these problems. While some attention is given to the technical nature of information processing no extensive previous computing experience is necessary. Instead, efforts will be directed toward managerial measures such as adequacy and cost. As technical issues arise they will be treated via class instruction and supplementary readings.

William J. Horne

John J. Neuhouser

C. Peter Olivieri

### Mi 803 Analysis and Approach to Systems Design (F; 3)

Prerequisite: Mc 707 or equivalent.

This course is the first of a two-part sequence intended to develop skills in designing information systems. Attention will be focused on techniques for formalizing systems problems and for providing a bridge between functional training and the systems requirements of problem formulation, analysis and solution encountered in practice. After becoming familiar with the basic techniques of analyzing a system, and after understanding what relevance feedback and control have for management, the student will be introduced to the computer as it relates to MIS. Course content will include: model building; data and file organization; variety, feedback and control; MIS software; and information search and retrieval.

C. Peter Olivieri

### Mi 804 Development and Implementation of Management Information Systems (S; 3)

Prerequisite: MI 803 or permission of instructor.

As a follow-on to the material on systems analysis contained in MI 803 this course will require the design of a mini-information system. After reviewing both gross and detailed design concepts, the student will become involved (either alone or in groups) in searching out, designing and implementing a management information system. Class time will be devoted both to group project meetings and to an interactive discussion of some of the following topics: system inputs and outputs; project planning; developing the data base; modeling the system; software preparation; testing; evaluating and implementing the system.

C. Peter Olivieri

F. Poul Fuhs

## Management: Law (Mj)

### Mj 021 Introduction to Law and Legal Process (F, S; 3, 3)

An introduction to law, legal institutions, and the legal environment of business. A study of the United States Constitution, common law, and statutes as sources of law. A study of courts, quasi-courts and administrative agencies as remedial agencies. The substantive law of contracts.

The Department



**Mj 151 C.P.A. Law (F, S; 3, 3)**

A general review of the law of contracts, negotiable instruments, partnerships, corporations, sales, bailments, wills, trust and estates, bankruptcy and other matters of particular interest to those who are preparing for C.P.A. examinations. *Paul D. Lewis*

**Mj 154 Insurance (F, S; 3, 3)**

This course is designed to indicate how insurance is used in modern business and in one's personal life to meet the economic demands made upon the thinking man in our society. One-third of the course deals with life insurance, one-third in property insurance and one-third in liability insurance. It is taught from the point of view of a potential buyer who is trying to solve a given problem, and who realizes that his answer may lie in insurance, mutual funds, etc. *James E. Show*

*Vincent A. Horrington*

**Mj 156 Real Estate (F, S; 3, 3)**

This course is designed to show the student the opportunities in real estate as an investment, to show how a potential investor should buy, hold and sell real estate and other property. Tax aspects and legal aspects are stressed as well as the "how-to-do-it" approach. It is compared and contrasted with other investments such as mutual funds, dollar-averaging, etc. *James E. Show*

*Vincent A. Horrington*

**Mj 147 Constitutional Law (F, S; 3, 3)**

A study of the United States Constitution, the nature of the Court, the history of the Court, the members of the Court, and the role of the Court in shaping social, economic and political policy. *William B. Hickey*

**Mj 148 International Law (F, S; 3, 3)**

This course examines the nature and source of international organizations. The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. *Alfred E. Sutherland*

**Mj 160 The Law of Finance (F, S; 3, 3)**

A study in depth of the legal problems concerned with the transfer of negotiable instruments. Includes the types, usage and legal obligations of the parties to these instruments. The core of the course is the Uniform Commercial Code as it affects commercial transactions. *Poul D. Lewis*

**Mj 161 The Law of Business Organization (F, S; 3, 3)**

The course examines the legal aspects of the modern business corporation involving a comparative study of partnerships and other unincorporated associations. The course treats of the formation of a corporation, the insurance and transfer of securities, corporate powers, the duties of directors, voting trusts and the impact of SEC and tax legislation. *Alfred E. Sutherland*

**Mj 141 Case Study of People and Their Crimes (F; 3)**

Personal approach to the study of crime, the people who commit it and the law enforcement people who combat it. The class meets one night a week and at each meeting a panel of guests from the world of crime and law enforcement relate their experiences. Subject areas include alcoholism, homosexuality, juvenile delinquency, drug addiction and other broadly-based felonies and misdemeanors. An introduction to criminal law is also included. Books on related subject areas are assigned before class to equip the student with a basic knowledge of upcoming topics. A term paper is also required. *Poul D. Lewis*

and service mix, distribution mix, communication mix, and pricing mix will be considered. *Wolloce Feldmon*

*Joseph Gortner*

*John T. Hosenjoeger*

*Robert D. Hisrich*

*Joseph D. O'Brien*

*Michael Peters*

**Mk 111 Distribution Channels (S; 3)**

This course is intended to look at the broad subject of distribution. It will view the field of distribution from the economic, functional, institutional and behavioral perspectives. The content here covers the traditional subjects of transportation, logistics, warehousing and system design; along with some of the contemporary issues such as behavioral dimensions, channel management and new methods of distribution. In presentation a balance is kept between theory, applications and analysis.

**Mk 112 Social Issues in Marketing (F, S; 3, 3)**

This course is directed to provide a balanced and well structured treatment of the social issues which face the field of marketing. The social goals and role of marketing are appraised, dealing both with the broad issues and with specific examples and applications. The systems approach to these decision areas is emphasized along with an interdisciplinary view on the application of marketing techniques, both in public agencies and nonprofit institutions. Classic issues such as social efficiency, fair competition, and consumer sovereignty are covered along with the more contemporary issues such as product safety, warranties and service, deceptive selling practices, consumerism, the ghetto consumer, truth in lending, misleading advertising and environment protection problems. *John T. Hosenjoeger*

**Mk 152 Consumer Behavior (S; 3)**

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction. *Michael Peters*

**Mk 153 Retailing (F, S; 3, 3)**

This introductory course is intended for students exploring the possibility of retailing as a career choice. It is suitable as an elective for a School of Management student, whether a marketing major or not, and is equally applicable to a non-School of Management student who wishes to gain some insight into the nature, scope and management of retailing. There are no prerequisite courses in marketing, accounting or economics. Concepts from these areas are integrated into the course at a non-technical level. The course covers basic topics in the history, structure and environment of retailing, merchandising, buying, control and accounting, pricing, promotion, organization, management, and retailing as a career. A text, lectures, outside speakers, possibly some programmed learning aids and case materials will provide the basic instructional materials. *Wolloce Feldman*

**Mk 154 Communication and Promotion (S; 3)**

This course deals with the communication function in marketing. It begins with an explanation of the nature of promotion, its role in the marketing mix, the environmental context in which it is carried out, and the behavioral concepts which shape promotional decisions. The second section of the course examines the effects of mass communication and personal communication in influencing attitudes, and the role of communication in the diffusion and adoption of innovations. The third section deals with concepts of market segmentation and the selection of appropriate recipients for promotional efforts. The final part of the course examines the tools of the promotional mix in terms of the conceptual frameworks previously developed. It covers messages, mass media, personal selling, and ancillary promotional materials. The course employs a text, additional readings, lectures, discussions and case material. While this course is primarily focused on the needs of marketing majors, it is suitable as an elective for any School of Management student, and for other students interested in communication and

## Management: Marketing (Mk)

**Mk 021 Basic Marketing (F, S; 3, 3)**

This course will present an overview of the full range of activities involved in marketing. Attention will be given to the appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically, the functions of the product



## 136 / Description of Courses

### MANAGEMENT: MARKETING

the persuasive process. The fundamental material is as applicable to the needs of non-profit institutions as it is to commercial enterprises.

*Wolloce Feldmon*

#### **Mk 155 Sales Management (S; 3)**

Sales Management: the planning, direction, and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance; coordinating sales activities with advertising and special forms of promotion and other departments of business; and providing aids for distributors.

*Joseph D. O'Brien*

#### **Mk 157 Personal Selling (F; 3)**

This course is an introduction to the most significant promotional force of all – personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salesmen. This course is suitable for students whose main interest is marketing, for those who train salesmen, and for those who look forward to selling careers with established firms or on their own.

*Joseph D. O'Brien*

#### **Mk 158 New Product Development (S; 3)**

With the growing concern over the success of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies from the point of a new product's conception to its death after a successful life span. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

*Michoel Peters*

#### **Mk 205 Quantitative Marketing (S; 3)**

This course will emphasize quantitative approaches to the formulation of marketing problems and the analysis of marketing decisions. Attention will be given to the analysis of marketing data, employing both parametric and non-parametric analytical techniques, and the building and applications of models in marketing decision making.

*Robert D. Hisrich*

#### **Mk 253 Basic Marketing Research (F; 3)**

This course covers the fundamentals of scientific investigation in solving marketing problems. Each step is outlined and carefully presented – from the initial planning and investigation to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis and seeks to equip students with the correct methodology for solving marketing problems.

*John T. Hosenjoeger*

#### **Mk 254 Applied Marketing Research (S; 3)**

Prerequisite: Marketing 103 or its equivalent.

This course involves the application of marketing research techniques to actual problems. Specific attention is focused on proper problem definition, sample and form design, and correct interpretation procedures. The problems can be worked upon either in small teams (not exceeding three students) or as individual projects. Data processing equipment will be made available whenever needed.

*John T. Hosenjoeger*

#### **Mk 256 Applied Marketing Management (F, S; 3, 3)**

Marketing decisions are made in a competitive environment through a simulated decision game. Participants are required to organize the company, set goals, and develop marketing plans. Decisions pertaining to products, advertising, sales force, price, research, etc., are made by drawing on principles from previous courses. Selected cases are used to supplement the simulation exercise.

*Joseph Gortner*

#### **Mk 299 Individual Study (F, S; 3, 3)**

An individual study course offered by the department requiring permission of the Chairman.

#### **Mk 705 Management Operations – Marketing (F, S; 3, 3)**

Emphasis is placed on familiarizing students with existing analytical techniques useful for marketing decision-making. Applications of these analytical techniques are illustrated for such decision areas

as pricing distribution, forecasting, choice of markets, and control problems. Readings from original sources and independent research applying analytical techniques discussed during the semester are required.

*Robert D. Hisrich*

#### **Mk 801 Marketing Research (F; 3)**

Marketing research is concerned with the methods and techniques of securing information essential to the efficient solution of marketing problems. Subjects include research design, data collection methods, planning research, sampling, analysis and the applications of research to the task of managing the marketing effort. Actual case projects will be developed in this course.

*Robert D. Hisrich*

#### **Mk 802 Quantitative Marketing (S; 3)**

This course will concentrate on marketing problems emphasizing quantitative approaches to the analysis of decisions. Attention will be given to analysis of data, techniques of models, and techniques of forecasting. Limited mathematics background is required.

*Robert D. Hisrich*

#### **Mk 803 New Product Development (F; 3)**

Since more concern is being given to developing successful products, this course will cover such areas as the history of successful and unsuccessful new products, product testing, product acceptance or diffusions, and product management. To supplement class discussions and lectures, a project involving the student development of a full marketing plan for an actual new product will be utilized to enable students to see the practical implications and problems of new product development.

*Michoel Peters*

#### **Mk 804 Consumer Behavior (S; 3)**

This course is designed to give attention to the need for understanding and explaining the consumer decision-making process. The objectives in meeting the needs of both practitioners and theorists will be to: (1) explore and evaluate an extensive body of research evidence from marketing and the behavioral sciences; (2) to advance generalizations or propositions from this evidence; (3) to assess the marketing implications of the various processes and facets of consumer motivation and behavior; and (4) to pinpoint areas where research is lacking.

*Michoel Peters*

#### **Mk 805 Marketing Cases (F; 3)**

The case study method of teaching attempts to simulate the real-world environment in which managers must make decisions. The cases used in this course are all real – based on problems and events that actually took place. The student is cast in the role of decision maker; he is required to gain a firm grasp of the facts of a situation, use judgment in separating relevant information from the total data presented, propose alternative courses of action, and recognize the problems involved in implementing the decisions made. He is often required to assess the judgments and opinions expressed by people in a case. Cases do not teach clear-cut solutions; rather, they develop skill in the process of problem solving. This course will use a series of cases, supplemented by a variety of relevant readings from recent marketing literature. It is open as an elective to all students who have taken Gc 331. Students who have had basic marketing courses (1 year) and/or marketing experience may request permission to take this course in place of Gc 331.

*Wolloce Feldmon*

#### **Mk 806 Sales Management (S; 3)**

This course will cover the planning, direction and control of selling activities including the recruiting, selection, training, supervision, and compensation of the sales force; establishment of quotas; measuring sales performance; coordinating sales activities with advertising and with other departments of the business. Both theory and case materials will be introduced in this course.

*John T. Hosenjoeger*

## Mathematics (Mt)

#### **Mt 002-003 Introduction to College Mathematics I, II (F, S; 3, 3)**

These courses are intended as preparation for calculus courses. Topics generally include real numbers, linear equations, quadratic equations, coordinate geometry and trigonometry. Enrollment is restricted and permission of the Chairman or Assistant Chairman is needed.

*The Department*



**Mt 004-005 Introduction to Finite Mathematics I, II (F, S; 3, 3)**

This course sequence is for students in the humanities, the social sciences, and the School of Education. Topics include elementary logic, set theory, probability theory, vectors and matrices.

*The Department*

**Mt 006-007 Ideas in Mathematics I, II (F, S; 3, 3)**

This course sequence is for students in the humanities and social sciences. It is designed to introduce the student to the spirit of mathematics through the study of a variety of topics. The emphasis is on mathematics as a working discipline, its beauty and vitality. Topics will be from elementary number theory, elementary geometry and topology, computer programming and other areas as time permits.

*The Department*

**Mt 008-009 Computers, Man and Society I, II (F, S; 3, 3)**

This course sequence is for students in the humanities and social sciences. It is designed to introduce the student to the spirit, possibilities and limitations of the present technological revolution in computers and artificial intelligence. The course will begin with elementary computer programming (using Boston College's terminal facilities). It will then consider how a computer works. Then the following questions will be considered in depth: Is the brain a computer? Can machines think? Are there limits to the abilities of computers? Finally the course will consider the uses of computers and the implications for society.

*Horvey R. Margolis*

**Mt 014-015 Analytic Geometry and Calculus I, II (F, S; 3, 3)**

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

*The Department*

**Mt 072-073 Mathematics for Management Sciences I, II (F, S; 3, 3)**

This course sequence is for students in the School of Management who have a minimal background in mathematics. Topics covered include sets, real numbers, functions and graphs, matrices, linear systems, linear programming, probability, and an introduction to calculus.

*The Department*

**Mt 090-091 Mathematics for Elementary Teachers I, II (F, S; 3, 3)**

This course sequence includes a detailed development of the real number system and its properties, ancient and modern systems of numeration, functions and their graphs, set theory and structure of algebra. Related ideas and activities for the elementary classroom will be considered a formal part of the course content.

*The Department*

**Mt 100-101 Calculus I, II (F, S; 3, 3)**

This course sequence is primarily for students majoring in a natural science and those in the premedical program. It is a course in the calculus of functions of one variable. Topics covered include differentiation with applications, plane analytic geometry, integration with applications, transcendental functions, and methods of integration.

*The Department*

**Mt 102-103 Introductory Analysis I, II (F, S; 4, 4)**

This course sequence is for students majoring in Mathematics. Topics covered include a treatment of the algebraic properties of the real number system, functions, analytic geometry of the line and the conic sections, limits and derivatives, the analytic properties of the real number system, integration, and applications of the derivative and integral.

*The Department*

**Mt 112-113 Introductory Analysis (Honors) I, II (F, S; 4, 4)**

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic properties of the real number system, a brief treatment of analytic geometry, limits and the analytic properties of the real number system, differentiation,

integration, elementary functions, and applications of the differential and integral calculus.

**Mt 174-175 Calculus for Management Sciences I, II (F, S; 3, 3)**

This course sequence is for students in the School of Management who have taken Mt 072-073 or have a good background in high-school mathematics. Topics covered include the analytic geometry of algebraic, logarithmic, and exponential functions, differentiation and integration of such functions, the solution of elementary differential equations, and applications of each of these topics to business and economics.

**Mt 200-201 Intermediate Calculus I, II (F, S; 3, 3)**

Prerequisite: Mt 100-101.

This course sequence is a continuation of Mt 100-101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, an introduction to differential equations, and infinite series, including power series.

*The Department*

**Mt 202-203 Multivariable Calculus I, II (F, S; 3, 3)**

Prerequisite: Mt 102-103.

This sequence is a continuation of Mt 102-103. Topics covered include vector algebra and analytic geometry of three dimensional space and the differential calculus of vector-valued functions, multiple integrals, and an introduction to differential equations.

**Mt 212-213 Multivariable Calculus (Honors) I, II (F, S; 3, 3)**

Prerequisite: Mt 112-113.

Enrollment in these courses is limited to those students whose work in Mt 113 has been of honors quality. Topics covered include vector-valued functions including some elementary differential geometry of curves and surfaces, multiple integrals, and an introduction to differential equations.

**Mt 214 Intermediate Calculus (F; 3)**

Prerequisite: Mt 015.

This course is for students in the humanities and social sciences and is a continuation of Mt 015. Topics include analytic geometry of three dimensions and partial differentiation, infinite series, multiple integrals.

**Mt 215 Linear Algebra (S; 3)**

Prerequisite: Mt 015.

This course is usually paired with Mt 214 even though Mt 214 is not a prerequisite. Topics include matrices, vector spaces, determinants, linear equations and applications.

**Mt 216 Introduction to Linear Algebra (F; 3)**

This course is paired with Mt 218 for an algebra sequence and is for students majoring in Mathematics. Topics include vector spaces, matrices, linear maps, scalar products, determinants, eigenvectors and eigenvalues. Other topics as time permits.

**Mt 218 Introduction to Abstract Algebra (S; 3)**

This course is paired with Mt 216 for an algebra sequence and is for students majoring in Mathematics. Topics include groups, rings, fields, integral domains, quotient structures and homomorphism theorems. Other topics as time permits.

**Mt 220 Introduction to Statistics (F, S; 3)**

Prerequisite: High School Algebra.

Aimed primarily at the needs of psychology, sociology, nursing, and other non-physical-science students, this course will cover the basic statistical measures in general use and give the student enough understanding of the statistical approach and the basic methods to permit him to understand the professional papers in his field. The approach will as much as possible be the "problem-solving approach": "Given this data, what does it mean? Given this hypothesis, how would you go about testing it?"

**Mt 290 Number Theory for Elementary Teachers (F; 3)**

Prerequisite: Mt 090-091.

This course will cover prime numbers and their properties including the prime factorization theorem, divisibility and divisibility rules, division and Euclidean algorithms, modulo systems and congruences, diophantine equations. Stress will be placed on the wealth of motivational problems from the history of number theory appropriate for use at the elementary level.



# 138 / Description of Courses

## MATHEMATICS

### **Mt 291 Geometry for Elementary Teachers (S; 3)**

*Prerequisite:* Mt 090-091.

This course will cover historical aspects of geometry, relevant selections from non-metric geometry, metric geometry, analytic geometry, transformation geometry and introductory concepts in topology. The mathematics of the geoboard and other devices for teaching geometric topics creatively will be included.

### **Mt 300-301 Advanced Calculus for Scientists I, II (F, S; 3, 3)**

*Prerequisite:* Mt 201.

This course sequence is for students in the natural sciences. It includes the solution of differential equations of first and higher order; among the methods of solution discussed are variation of parameters, operators, and matrices. Other topics included are eigenvalues and eigenvectors, line and surface integrals, change of variable in multiple integrals, Green's theorem, indeterminate forms, sequences and series, and Fourier analysis.

### **Mt 302-303 Mathematical Analysis I, II (F, S; 3, 3)**

*Prerequisite:* Mt 203 or Mt 213.

Topics covered include a systematic treatment of sequences and series of real numbers and of functions. Metric spaces are introduced along with the notions of continuity in metric spaces, compactness, connectedness and completeness. Other topics may be covered as time permits.

### **Mt 312-313 Mathematical Analysis (Honors) I, II (F, S; 3, 3)**

*Prerequisite:* Mt 213.

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 302-303.

### **Mt 316 Introduction to Linear Algebra (Honors) (F; 3)**

A basic introduction to some of the main notions of linear algebra: vector spaces, linear transformations, matrices, determinants, and inner product spaces. Applications to systems of linear equations. Geometric interpretations will be stressed. This course is designed to introduce the student to abstract algebra in a fairly concrete setting.

### **Mt 318 Introduction to Abstract Algebra (Honors) (S; 3)**

An introduction to algebraic structures: groups, rings, and fields. Topics include: properties of the integers, cyclic groups, permutation groups, homomorphisms, factor groups, polynomial rings, integral domains and their quotient fields.

### **Mt 390 Introduction to Computer Programming (F, S; 3)**

This course consists of an introduction to programming using PL/1. Laboratory fee.

### **Mt 404 Calculus of Finite Differences (F; 3)**

*Prerequisite:* Calculus.

This is a course in the calculus of finite differences. Topics covered include symbolic operations, interpolation formulae and techniques, finite differentiation and integration, summation of series, and elementary equations.

### **Mt 405 Actuarial Mathematics (S; 3)**

This course covers those topics in algebra which are of special interest to those preparing for careers as actuaries. Topics covered include theory of numbers, elementary sequences and series, inequalities, elementary theory of equations, and elementary theory of probability.

### **Mt 410 Intermediate Differential Equations (F; 3)**

*Prerequisites:* Linear Algebra and Mt 203.

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general  $n$ th order equations with constant coefficients, series solutions, special functions.

### **Mt 411 Introduction to Applied Mathematics (3)**

*Prerequisites:* Linear Algebra and Mt 203.

A careful study of a few selected physical problems is made developing, among other topics, expansions in Fourier series and general orthogonal expansions. Offered biennially, 1974-1975.

### **Mt 412-413 Introduction to Computer Science I, II (F, S; 3, 3)**

Topics in: FORTRAN, basic computer functions, basic machine language, elementary compiler-assembler principles, sub-routines, data file structures. Laboratory fee.

### **Mt 414 Numerical Analysis (S; 3)**

*Prerequisite:* Mt 201 or Mt 203.

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

### **Mt 420 Probability and Statistics (S; 3)**

*Prerequisite:* Mt 201 or Mt 203.

This course, introductory in nature, is directed at those who expect to teach elements of probability and statistics. It is open to any mathematics and science major if they have not taken Mt 426. Topics to be covered include axiomatic approach to definition of probability, independence and conditional probability, probability and distribution functions of random variables over discrete and continuous sample spaces, central limit theorems, hypothesis testing.

### **Mt 424 Combinatorics (3)**

*Prerequisites:* Mt 203 and Mt 216, 218.

Topics include permutations and combinations, binomial and multinomial theorems, special functions such as the Euler function, generating functions with applications, partitions. Not offered, 1973-1974.

### **Mt 425 Linear Programming and Game Theory (F; 3)**

*Prerequisite:* Linear Algebra.

An introduction to the theory, techniques, and applications of Linear Programming and Game Theory. Topics studied from Linear Programming include a general discussion of linear programming problems, convexity, the theory and the development of the simplex technique, degeneracy, and duality. Topics studied from Game Theory include a general discussion of games in normal and extensive form, utility theory, the principle of optimality, two-person zero-sum games, the relationship to Linear Programming and the Fundamental Theorem of Game Theory, two-person non-zero-sum games,  $n$ -person games. The course is designed to demonstrate how Mathematical theory can be developed and applied to solve problems from business, economics, and the social sciences.

### **Mt 426 Probability (F; 3)**

*Prerequisite:* Mt 203.

A general introduction to modern probability theory. Topics studied include discrete and continuous sample spaces and distributions, the distribution of functions of random variables, and the Poisson limit and central limit theorems.

### **Mt 427 Mathematical Statistics (S; 3)**

*Prerequisite:* Mt 426.

Measures of central tendency and variability will be treated very briefly. Random sampling from normal and non normal populations. Estimation of parameters. Maximum likelihood estimates. Use of normal, chi-square, Student's  $t$ , and  $F$  distributions and tables in obtaining confidence intervals for popular statistics, and testing hypotheses with "one-tail", or "two-tail" tests according to the alternate hypothesis set up by the investigator. Correlation and Regression.

### **Mt 430 Introduction to Number Theory (S; 3)**

*Prerequisites:* Mt 216, 218.

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

### **Mt 440-441 Topology I, II (F, S; 3, 3)**

*Prerequisite:* Mt 202-203.

The first semester is a course in point-set topology including metric spaces, topological spaces, the separation axioms, constructions with topological spaces, compactness and connectedness. The sec-



ond semester will consist of material from one of the following areas: algebraic topology (homology or homotopy theory), differential topology, differential geometry.

**Mt 451 History of Geometry (S; 3)**

*Prerequisite:* Linear Algebra.

The development of geometric ideas and concepts of physical space from ancient times to the present. Emphasis will be placed on the interplay between geometric theory and man's philosophical view of the universe. Topics include: early Egyptian and Greek geometry; axiomatics; history of the parallel postulate and the discovery of non-Euclidean geometry; fundamentals of Lobachevskian geometry; non-Euclidean geometry and physical space; intuitionism vs. empiricism; Riemannian geometry; the theory of relativity and modern cosmology.

**Mt 460 Symbolic Logic (3)**

Topics include the propositional calculus; first order theories; Godel's completeness theorem; first order arithmetic; Godel's incompleteness theorem.

Not offered 1973-1974.

**Mt 699 Reading (F, S; 3)**

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairman or Assistant Chairman. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

**Mt 802-803 Analysis I, II (F, S; 3, 3)**

This course is an introduction to abstract analysis. It includes a development of the real number system and a study of continuity and convergence in the setting of a metric space. It also includes a rather general treatment of differentiation and integration, both Riemann and Lebesgue.

**Mt 812-813 Functions of Real Variables I, II (F, S; 3, 3)**

*Prerequisite:* Mt 802-803 or the equivalent.

Metric spaces. Lebesgue integration, absolute continuity and differentiation of functions of bounded variation. Basic results in functional analysis.

**Mt 814-815 Theory of Functions of a Complex Variable I, II (F, S; 3, 3)**

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

**Mt 816-817 Modern Algebra I, II (F, S; 3, 3)**

*Prerequisite:* An introductory course in modern algebra.

This course will study the basic structures of modern algebra from a more abstract point of view than that of Mt 316-318.

**Mt 818-819 Abstract Algebra (F, S; 3, 3)**

*Prerequisite:* Mt 316-318 or the equivalent.

Groups, rings and modules. Homomorphism theorems, chain conditions, semisimplicity. Basic commutative algebra and ideal theory. Field extensions and Galois theory. Other topics as time permits.

**Mt 828-829 Probability I, II (F, S; 3, 3)**

*Prerequisites:* Some Probability and Statistics or consent of instructor.

The axioms and classical limit theorems of probability. Markov chains. The Poisson process and other stochastic processes. Queues. Not offered 1973-1974.

**Mt 840-841 Topics in Topology I, II (F, S; 3, 3)**

*Prerequisite:* Mt 440-441 or the equivalent.

Topics to be covered will be at the discretion of the instructor and will depend on the background of the students.

Not offered 1973-1974.

**Mt 850-851 Differential Geometry I, II**

*Prerequisites:* Advanced Calculus and Linear Algebra.

Topics covered include: plane and space curves, Serret-Frenet formulas, first and second fundamental forms of a surface, principal curvatures, mean and Gauss curvatures of a surface, covariant differentiation and parallelism, connection forms, structural equa-

tions, geodesics, isometrics, global surface theory, Riemannian manifolds, tensor fields.

Not offered 1973-1974.

**Mt 860 Mathematical Logic (F; 3)**

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem.

**Mt 861 Foundations of Mathematics (S; 3)**

*Prerequisite:* An introductory course in mathematical logic or the consent of the Instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

**Mt 870-871 Numerical Analysis I, II (F, S; 3, 3)**

Solutions of algebraic and transcendental equations. Interpolation. Numerical differentiation and integration. Numerical solution of ordinary differential equations. Matrix methods including iterative methods for determining characteristic values of matrices. Harmonic analysis. Some of the numerical methods for the approximate solution of partial differential equations.

Not offered 1973-1974.

**Mt 899 Reading and Research (F, S; 3, 3)**

By arrangement

The Department

**Mt 900 Thesis Seminar (F, S; 3, 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

By arrangement

The Department

**Mt 901 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

By arrangement

The Department

**Mt 902-903 Seminar (F, S; 0, 0)**

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

By arrangement

The Department

## Mathematics Institute (Mt)

**Mt 710 NSF Algebra 1 (F; 3), (F, S; 3)**

Course content includes a careful treatment of the integers and their properties; basic notions of sets, mappings, and homomorphisms. Groups, rings, integral domains, and fields will be covered. Stress will be placed on polynomials and their roots.

Margaret J. Kenney

**Mt 713 NSF Number Theory (S; 3)**

This course treats that portion of number theory essential to the background of the secondary mathematics teacher. Topics include Euclidean and division algorithms, prime number theory, congruences, diophantine equations, continued fractions, Pythagorean triples, figurate numbers.

Poul R. Thie

**Mt 720-721 NSF Analysis 1, 2 (F, S; 3, 3)**

Course content includes a detailed development of the real number system and a thorough treatment of functions. Graphing techniques and functions as a mathematical system will be considered. Basic concepts in depth of the differential and integral calculus will be explored. Stress will be placed on applications.

Jacqueline L. Criscenti

**Mt 724 NSF Vector Analysis (F, S; 3)**

This course will stress the basic concepts of vector algebra and geometry. Comparison with other approaches to geometry will be included. Elements of vector calculus and meaningful applications will be developed.

Stonley J. Bezuska, S.J.

**Mt 740 NSF Computer Oriented Mathematics (F; 3)**

This course encompasses more than just computer programming. Students will be exposed to both the Fortran IV and Basic program-



## 140 / Description of Courses

### MUSIC

ming languages. Stress will be placed on developing meaningful problems for use in secondary level mathematics classes.

Lab fee: \$50.00 Mory E. Forrey

#### **Mt 750 NSF History of Mathematics (S; 3)**

This course provides a humanistic approach to the teaching of mathematics. Two main strands will be pursued; notes and anecdotes about the men who made mathematics, and a discussion of the origins of mathematical concepts including development, difficulties, and attempts at solutions. Stanley J. Bezuszk, S.J.

#### **Mt 762 Probability and Statistics (S; 3)**

This course covers the development of the basic concepts of probability theory from a discrete and continuous point of view. Topics include conditional probability, Bayes' Theorem, random variables and their functions. Emphasis will be placed on the binomial and normal distributions. Elements of estimation theory and hypothesis testing will also be considered. Richard L. Fober

#### **Mt 780 Modern Geometry (F; 3)**

This course will treat several aspects of geometry. Topics will include a discussion of the transformation, vector, and analytic approaches to geometry. The influence of the Euclidean tradition will be considered. Constructions and related applications will be explored. Stonley J. Bezuszk, S.J.

#### **Mt 790 NSF Seminar (F, S; 3)**

This course is intended to create interest and stimulate the student in several areas of mathematics. The main objective here is to assist each student in selecting and developing a topic for his/her major paper. Stonley J. Bezuszk, S.J.

#### **Mt 792 NSF Curriculum Seminar (Interession; 3)**

This interession course largely draws and depends upon coordinated student effort. It is an intensive writing period directed at preparing model units to be field tested in the schools. Several areas of the mathematics curriculum will be covered. Stonley J. Bezuszk, S.J.

## Medieval Studies

#### **Un 400 Introduction to Medieval Studies (S; 3)**

This course is designed as a general introduction to medieval studies. While the primary emphasis will be historical – concentrating upon the medieval East and West from the conversion of Constantine to the fall of Constantinople in 1453 – the course will serve to be a general introduction to medieval art, literature, philosophy and theology as well. Guest speakers, slide lectures, music presentations, and films will augment the regular lectures. Although created primarily for students embarking upon the Medieval Studies Program, all interested students are welcome. John H. Rosser

## Music (Mu)

#### **Mu 059 Music in Western Civilization (F; 3)**

From Gregorian Chant to Stravinsky. This course introduces the student to music of the Medieval, Renaissance, Baroque, Classical, Romantic and Modern in one broad sweep. C. Alexonder Peloquin

#### **Mu 060 Survey of the History of Western Music (F, S; 3, 3)**

A comprehensive one-semester foundation course in Western music from the ninth century to the present; examination of major musical forms, styles, and ideas as utilized by the great composers. Olgo Stone

#### **Mu 161 Beethoven (F; 3)**

All the Symphonies. Representative sonatas and quarters from the three major periods. John Willis, S.J.

#### **Mu 162 Brahms (S; 3)**

His life and works. John Willis, S.J.

#### **Mu 165 Modern Music (F; 3)**

Prerequisites: A history of music course is suggested.

From Erik Satie and Debussy to Copland and Bernstein. Masters of Europe and the Americas – a full spectrum of the sounds of the 20th Century. C. Alexonder Peloquin

#### **Mu 172 Music of The Romantic Era (S; 3)**

Changing concepts of the symphony after Beethoven, the Romantics' approach to form. Study of the major symphonies and chamber works from Schubert to Richard Strauss. Olgo Stone

#### **Mu 173 The Beethoven Symphonies (F; 3)**

A thorough examination of the nine symphonies, their classical origins and sources as well as innovations leading to the development of music of the nineteenth and twentieth centuries. Olgo Stone

#### **Mu 174 The Impressionist School (S; 3)**

Study of stylistic changes in orchestral, instrumental, and chamber music from Debussy to Stravinsky. Olgo Stone

#### **Mu 175 Music of the Classical Period (F; 3)**

The formulation of the classical principles of construction by Joseph Haydn, with reference to contributions of C.P.E. Bach and Mannheim School. The fulfillment of the classical ideal in the works of Mozart and Beethoven. Olgo Stone

#### **Mu 176 Music and the Theatre (S; 3)**

Prerequisite: A knowledge of music history.

Music from Monteverdi's Orfeo to the super romantic music drama of Wagner, to the 20th century creations of Carl Orff's Carmina Burana (Ballet) and West Side Story of Bernstein. C. Alexonder Peloquin

#### **Mu 178 Music in the Americas (S; 3)**

Prerequisite: A knowledge of music history.

From Billings and Ives through Gershwin and Ellington, Copland, Chavez, Billa-Lobos . . . modern romantics, iconoclasts and liberals of U.S.A., Mexico, and South America. C. Alexonder Peloquin

#### **Mu 183-184 Piano Performance (F, S; 0, 0)**

Non-credit course. Tutorial fee of \$240 per semester. Private piano lessons (12 periods of 55 mins. per semester) by Musician-in-Residence for selected students; a recital each semester.

By arrangement Olgo Stone

## Nursing (Nu)

An asterisk after a course title indicates that the course carries a laboratory fee.

#### **Nu 047 Values in College Life (F; 1)**

The course is designed to explore, to create, and to deepen values in college life. Helen Monock

#### **Nu 048 Interpersonal Relations (S; 2)**

The course is designed as a synthesis of theology, morality and psychology. Principles, concepts, and operational skills essential to the development of freedom, insight, and a creative style of participation in qualitative living are emphasized. Helen Manock

#### **Nu 049 Human Growth and Development (S; 3)**

Prerequisites: Freshman-level courses.

An introductory course concerned with the physical, emotional, psychological, social, and spiritual development of the human being from conception through adolescence. Organization is based on developmental stages and associated developmental tasks. Helen Keliher

#### **Nu 050 Nutrition (F, S; 2, 2)**

Prerequisites: Anatomy and Physiology, Chemistry.

This course includes a discussion of the nutrients necessary for growth and life; their utilization and function. Related principles of anatomy, physiology and chemistry are included. Practical application of these principles is emphasized through diet planning for various age, economic and cultural groups, and through development of some marketing skills. In addition, formal classes and selected learning experiences in nutrition are integrated throughout



the program. Guidance from the instructor is provided, as the student analyzes and seeks solutions to the patient's nutrition problems. Through her need for a knowledge of therapeutic diets and her increasing skill in modifying them for her patient's needs, the student is able to appreciate the role of diet therapy as an integral part of medical prophylaxis and treatment.

*Patricia Harrington*

**Nu 051-052 Care of the Adult (Theory and Practice) (F; 10)**

**Nu 054-055 Care of the Adult (Theory and Practice) (S; 10)**

**Prerequisites:** Required freshman-level courses. Successful completion of both Nu 051 and Nu 052 is prerequisite to Nu 054 and Nu 055. The focus of Nu 051, Nu 052, Nu 054 and Nu 055 is on adults with health problems, present or potential. Consideration is given to the aging process, as well as the physiological, psychosocial and spiritual needs of the individual. The nursing process of assessment, planning, intervention, and evaluation is studied and utilized in clinical experience in a variety of hospital settings. The faculty assist the students in identifying a philosophy of nursing. Seminars, symposiums, and field trips are incorporated throughout the courses.

*Laurel Eisenhauer*

**Nu 100-101 The Care of Women (Theory and Practice) (F, S; 5, 5)**

**Nu 105-106 Nursing of Children (Theory and Practice) (F, S; 5, 5)**

**Prerequisites:** Sophomore-level courses.

These one-semester courses offer the student the opportunity to study families during the childbearing and childrearing years. The emphasis is initially placed on the normal, healthy family, followed by the management of deviations and dysfunctions. Course content is presented in a weekly combined or core class in addition to a weekly specialty class in pediatric and obstetric nursing. The theory and nursing skills necessary to meet the physical and emotional needs of patients and families are discussed. During clinical practice sessions, selected experiences are offered to care for mothers and infants during the childbearing process as well as hospitalized and normal children and their families.

**Nu 102-103 Maternity Nursing Elective (Theory and Practice) (F, S; 5, 5)**

**Prerequisites:** Nu 100-101.

The course is directed toward developing increased knowledge and understanding of some of the more recent developments and their application to the preventive and therapeutic care of women and their infants – including dysfunctions of the reproductive cycle, the unborn infant in utero and the ill newborn. Clinical practice is aimed at the development of increased proficiency in determining and administering nursing care to women and infants. Experiences are selected by each student from a variety of offerings within the scope of the theory content.

Not offered 1973-1974.

**Nu 107-108 Pediatric Nursing Elective (Theory and Practice) (F, S; 5, 5)**

**Prerequisites:** Nu 105-106.

The pediatric elective offers the student the opportunity to: 1) identify the principles and components of nursing leadership applied to the care of the child and his family, and 2) acquire the advanced knowledge and skills necessary for children with complex health problems. The student may elect to advance her skills in care for the acutely ill, hospitalized child or to develop new skills in working with a child with a developmental disability, such as mental retardation or hyperactivity. Emphasis will be placed on the child as a family member. The student is also helped to identify her own clinical objectives, and she evaluates her progress, clinically, towards these goals.

Not offered 1973-1974.

**Nu 110-111 Psychiatric Nursing (Theory and Practice) (F, S; 5, 5)**

**Prerequisites:** Sophomore-level courses.

After an initial orientation to the setting and philosophy of the agency the student is assigned to patients to study the content and process of the development of a relationship with the mentally ill. The focus of the student's experience is: (1) the use of self as

a catalyst for change, growth and creativeness in self and others; (2) the promotion of a therapeutic milieu and (3) the technique of purposeful intervention. As a member of the psychiatric team, the student participates in a constant interchange of critical observation, analysis, communication, supervision and consultation with a variety of individuals: faculty, patients, agency staff, peers, families and community members. The course reflects the current trends in community psychiatric nursing. Classroom activities involve a discussion of the concepts of anxiety, the learning process, nursing intervention, stress and pathological responses to stress, somatic and psychotherapeutic methods of treatment. Provision is also made for the experiential study of group dynamics. Seminars provide an opportunity for discussion of the student's ongoing experiences.

*L. Marion Heath*

**Nu 112-113 Psychiatric Nursing Elective (Theory and Practice) (F, S; 5, 5)**

**Prerequisite:** Nu 110-111.

In this course both theoretical concepts and clinical practice are designed to develop or enhance the student's leadership ability in the psychiatric setting. Theories relative to change, systems of organization and leadership are presented. Students select concepts related to current practices in psychiatric nursing for further exploration. Clinical practice focuses on working with groups of patients with common problems, with families of patients, and with staff to innovative changes in the therapeutic milieu according to the objectives of the student.

Not offered 1973-1974.

**Nu 120 The Nursing Process (F, S; 3, 3)**

The registered nurse student is provided with an opportunity to broaden her concept of professional nursing through study of the elements of professional practice, including interviewing and database analysis for systematic assessment of patient problems; development of a care plan based on patient-oriented objectives; individualization of nursing actions; techniques of care plan implementation and evaluation.

**Nu 121 The Nursing Process Practicum (F, S; 3, 3)**

**Prerequisite:** Nu 120.

It is recommended that students enroll in Nu 120 and 121 concurrently. In this clinical experience which is designed to improve skill in the components of professional practice, the registered nurse student implements the nursing process as she conducts interviews and subsequently records and interprets patient data. Care is planned, implemented and evaluated for selected individuals with acute and chronic illness. Dominant emphasis is placed upon relating to patients and integrating the process approach to care. Self-directed consultation with appropriate professionals is expected. Clarity in communication within the various professional role sets is stressed. Opportunity is provided for students who wish to propose a clinical experience of his choice.

**Nu 140 Systems of Health Care (Honors) (F; 3)**

The Honors student is oriented to health care, past and present, within the framework of systems theory. The nursing component within various systems is emphasized in terms of its contribution to the delivery of health services and patient care. Pressing issues of contemporary society are identified and their role in shaping health care trends discussed.

**Nu 141 Honors Nursing I – Theory and Research (F; 6)**

**Nu 142 Honors Nursing I – Clinical (F; 6)**

The Honors student in Nursing is introduced to prevention of illness and health maintenance. Recipients of nursing care include well or marginally well individuals and groups of all ages. The settings for nursing practice include homes, schools, and various community agencies.

**Nu 143 Strategies for Change (Honors) (S; 3)**

An orientation to the strategies for planned change and their application to systems of health care. Strategies utilized by selected nurses in effecting change are identified and discussed. The Honors student tests the effectiveness of various strategies when applied to problems of health care.

**Nu 144 Honors Nursing II – Theory and Research (S; 6)**



# 142 / Description of Courses

## NURSING

### **Nu 145 Honors Nursing II – Clinical (S; 6)**

*Prerequisite:* Nu 141, 142.

This two-semester Honors course represents an integrated approach to nursing care of individuals and groups with acute illness; that is, secondary prevention of illness. The primary settings for nursing practice are institutions which focus on acute health care for individuals of all ages.

### **Nu 150 Nursing Research Seminar (F, S; 3, 3)**

*Prerequisites:* Junior-level nursing courses.

This course emphasizes research as an integral part of professional nursing practice. Having identified a nursing problem, the student designs and implements a research study on an independent basis, employing faculty consultation throughout the various phases of the study. Weekly seminars are devoted to an exploration of the research process, analysis of published research reports, interactions regarding students' individual studies, and discussion of the contribution of research in promoting change in nursing practice.

Morguerite M. O'Molloy  
Elizobeth M. Grody

### **Nu 151 Senior Clinical Nursing (F, S; 3, 3)**

*Prerequisites:* Junior-level nursing courses.

The primary objective of the course is to increase and synthesize knowledge relevant to the generalist providing nursing care for several acutely ill adults with complex health problems. From the perspective of General Systems Theory, scientific concepts and processes will be studied and utilized as relevant. Students will be assisted in presenting select theoretical dimensions of the course, and in collaborating with agency personnel to maximize the health levels of adults.

Potricia Regon  
Ellen E. Brol  
Sister Evelyn Cloire Quinlon

### **Nu 152 Senior Clinical Nursing Practicum (F, S; 2, 2)**

Students will utilize clinical facilities as relevant to the objectives of Senior Clinical Nursing. To be taken concurrently with Nu 151.

### **Nu 153-154 Medical-Surgical Nursing Elective (Theory and Practice) (S; 5)**

*Prerequisites:* Nu 151-152.

This course is planned to provide the student with an elective experience in senior-level medical-surgical nursing. Concurrent theory and clinical laboratory experiences are planned.

Not offered 1973-74.

### **Nu 155 Community Health Nursing (F, S; 2, 2)**

*Prerequisites for Basic Students:* Junior-level nursing courses.

*Prerequisites for R.N. Students:* Completion of sophomore and junior nursing courses, or successful completion of exemption examinations in these courses, and Nu 120-121. This course encourages the student to deepen and broaden her nursing process skills through study of how families and communities perceive and solve issues related to the promotion, maintenance, and restoration of health. Emphasis is placed on knowledge of the activities of consumers, para-professionals, and other health professionals in order to prepare the student for collaborative and leadership functions in the emerging health care system. To be taken concurrently with Nu 156.

The Department

### **Nu 156 Community Health Nursing Clinical (F, S; 3, 3)**

*Prerequisites:* Same as for Nu 155.

This course enables the student to develop nursing strategies appropriate to helping families solve health problems. Through serving as community health nurse for several families in her assigned community, the student furthers her skills in interviewing, teaching, counseling, and interdisciplinary collaboration. The student is helped to identify and apply theories about man's biological, psychological, and sociological nature to her family-centered nursing intervention. In addition, she uses selected public health science principles, such as the epidemiological approach, to observe and study the community in which her assigned families live. To be taken concurrently with Nu 155. Special Requirement: students should plan to have a car available for use in family visiting when having community health nursing clinical experience.

The Department

### **Nu 157 Public Health Science (F, S; 2, 2)**

*Prerequisites:* Sophomore-level nursing courses.

The purpose of this course is to present to the student a broad view of public health programs as practiced by official and voluntary agencies. Emphasis is placed on the understanding of health and social problems of the community and family. Special consideration is given to current programs in public health. The growing interest in medical care is presented as an integral part of public health. The course is intended not only for the student primarily interested in public health but also for those whose interests are centered in some other field of nursing. For both groups, stress is placed on the expanding horizon of public health programs. It includes principles of biostatistics, environmental sanitation and current research in the field of public health. The principles of epidemiology as applicable to communicable and non-communicable disease are presented.

The Department

### **Nu 158 Nursing Leadership (F, S; 3, 3)**

*Prerequisites:* Completion of sophomore and junior nursing courses, or successful completion of exemption examinations in these courses, and Nu 120-121.

This course is offered for registered nurses and is designed to be taken concurrently with Nu 155 and 156. An opportunity to study and practice the leadership role of the nurse in relation to theories of leadership, organizational management, planned change, and group dynamics is provided via classes, seminars, and clinical practice in community health settings.

### **Nu 159 Nursing Leadership Practicum (F, S; 2, 2)**

Students will utilize community health settings as relevant to the objectives of Nursing Leadership. To be taken concurrently with Nu 158.

### **Nu 160-161 Community Health Nursing Elective (Theory and Practice) (S; 5)**

*Prerequisites:* Nu 155-156.

This elective is designed to provide the student with selected theory and clinical laboratory experiences in community health nursing. Not offered 1973-74.

### **Nu 174 Introduction to Nursing Research (Honors) (F; 3)**

The integral relationship between nursing theory, research and practice is stressed. The problems of research within a practice discipline are identified through the analysis of selected nursing studies. Research is presented as a disciplined, scientific approach to problems of patient care.

### **Nu 175 Independent Study (Honors) (S; 3)**

*Prerequisite:* Nu 174.

The Honors students carry out a small-scale research study based on a prospectus developed the preceding semester. Implications for nursing practice, theory, and future research are identified. Findings are presented to a group for whom the study has special significance.

### **Nu 181 Honors Nursing II – Theory and Research (F; 6)**

### **Nu 182 Honors Nursing II – Clinical (F; 6)**

*Prerequisite:* Nu 144, 145.

Continuation of Nu 144 and 145.

### **Nu 183 Honors Nursing III – Theory and Research (S; 3)**

### **Nu 184 Honors Nursing III – Clinical (S; 3)**

*Prerequisite:* Nu 181, 182.

Introduces the Honors student to the concepts of chronicity and rehabilitation within the framework of tertiary prevention of illness. The goal of practice is to assist individuals and groups of all ages to obtain the highest level of physical and emotional function of which they are capable. During an eight-week period, the Honors student moves freely among institution, family, and community as dictated by the health needs of the individual or group with whom she is working.

### **Nu 185 Honors Nursing IV – Theory and Research (S; 3)**



**Nu 186 Honors Nursing IV – Clinical (S; 3)**

Prerequisite: Nu 183, 184.

The Honors student chooses an area of nursing practice or a health setting in which to deepen her cognitive, communication, and psychomotor skills. She consults regularly with a faculty tutor who is a specialist in the chosen clinical area. The concrete end-product of this course is an Honors thesis: an in-depth study of some aspect of her nursing activities over the seven-week period of directed practice.

**Nu 300 Issues in Nursing (F, S; 3, 3)**

Prerequisites: Sophomore-level nursing courses.

The orientation of the professional nurse to major issues in the health field. Economic, social and educational trends, past and present, and their influence on nursing are discussed. Rights and obligations of professional status within nursing is emphasized.

Anne K. Kibrick  
Mory A. Dineen

**Nu 700 Advanced Theory & Practice in Community Health Nursing I (F; 6)**

Exploration of theories and concepts underlying the practice and process of Community Health Nursing. The student will demonstrate ability to utilize assessment skills in identifying health needs of the family and community as interrelated systems. Opportunity is provided for the student to apply theory and practice techniques in family and community intervention during 16 hours of field work per week.

By arrangement

Judy Uckermom

**Nu 702 Advanced Theory & Practice in Community Health Nursing II (S; 6)**

Prerequisite: Nu 700.

Exploration of theories and concepts underlying the organization, maintenance, and promotion of Community Health. Major focus is on the contribution of the specialist in Community Health Nursing to the multidisciplinary community health team, utilizing processes of supervision, consultation and program development. Includes 16 hours of field work per week.

By arrangement

Judy Uckermom

**Nu 704 Advanced Theory & Practice in Community Health Nursing III (Intersession; 3)**

Prerequisite: Nu 702.

In depth exploration and reevaluation of the theories and concepts underlying the organization, maintenance, and promotion of Community Health. Major focus is on the contribution of the specialist in Community Health Nursing to the multidisciplinary health team. The student will demonstrate ability to apply concepts relating to control and evaluation of community health nursing practice within various models of health service delivery and implications for the role of the clinical specialist in Community Health Nursing. Required field work arranged.

By arrangement

Judy Uckerman

**Nu 705 Community Health Science (S; 3)**

Contemporary patterns of public health organization and medical care organization are considered in terms of indicators of their efficiency and effectiveness. Program and plans for the provision of medical and health care for the United States are examined and comparisons are drawn with those of other countries. Open to all graduate students.

Nancy J. Gaspord

**Nu 707 Teaching Practicum and Seminar (S; 6)**

Provides an opportunity to further develop, utilize, examine and evaluate the knowledge and skills acquired in the clinical specialty within the context of the teaching role. Content includes the study of the various components of the educational process. Attention is also focused on the role and responsibility of the faculty in academic settings and clinical agencies. Teaching placements are in area of specialization. Planned with faculty on an individual basis.

By arrangement

Janet P. Brown  
Nancy J. Gaspord

**Nu 708 Interdisciplinary Seminar on Community Health (S; 3)**

The focus of this seminar is on the interdisciplinary and problem-solving approach to such contemporary issues as drugs, urban

education, health insurance, housing, family disorganization. Students will have the opportunity to select and explore problems of interest to them in small interdisciplinary teams. Students enrollment restricted to insure equal representation of the various schools. Open to all graduate students.

Not offered 1973-74.

Ann C. Burgess and others

**Nu 709 Crisis in Family and Community (F; 3)**

This interdisciplinary course is open to students of other schools and departments of the University interested in crisis in the family and the community. Current issues relevant to crisis will form the basis for discussion. Guided study and discussion of significant problems will be provided by resource participants from health services, education, law management, social work. Emphasis will be on identification of the crisis, assessment, intervention techniques and management. Open to all graduate students.

Not offered 1973-74.

To be announced

**Nu 710 Clinical Study (Intersession; 3)**

Completion of the project carried out by the student over the entire program. Seminar presentation of the projects.

Conferences to be arranged.

Noncy J. Gaspord

**Nu 740 Cycle of Family Development – Part I (F; 3)**

The course presents current theories concerning growth and development of the individual within the family setting from birth through death. Theories are presented within four major theoretical frameworks: cognitive, psychoanalytic, cultural and maturational.

By arrangement

The Department

**Nu 741 Cycle of Family Development – Part II (S; 3)**

Prerequisite: Nu 740.

In this course the focus shifts from the individual (young adult) to the family, beginning with the establishment phase, exploring in depth problems of family development during childbearing and childrearing, and concluding with the completion of the life cycle for the family and the individual.

By arrangement

The Department

**Nu 742 Theoretical Frameworks in Nursing (S; 3)**

This course is designed to introduce the student to the issues, problems and processes of theory development in nursing. Content includes concepts about theories and theory formation, analysis of the present state of theory development in nursing, evaluation of some existing theoretical frameworks in nursing and application of theoretical models to nursing practice.

By arrangement

The Department

**Nu 744 Maternity Science (F; 3)**

Physiological and anatomical changes that accompany puberty, menarche, pregnancy, and lactation. Review of general principles of genetics and embryology. Focus on physical assessment with recognition and assessment of early deviations. Methods of diagnosis and management of normal pregnancy.

By arrangement

Linda Grimm

John Leventhal (H.M.S.)

**Nu 745 Maternity Science (S; 3)**

Prerequisite: Nu 744.

A consideration of the biologic, environmental, and personal variables underlying disturbances of function. Problems of growth, development and maturation, reproductive problems related to marriage, the family and society; impact of social change on family size and structure; family planning and population control; venereal diseases; problems of the menopause.

By arrangement

Linda Grimm

John Leventhal (H.M.S.)

**Nu 748 Pediatric Science (F; 3)**

Study of the physiological and anatomical development of infants, toddlers, preschoolers, school age children, and adolescents. Review of general principles of genetics and embryology. Methods of diagnosis and management of well child health supervision.

By arrangement

Joan Grindley

Melvin Levine (H.M.S.)

**Nu 749 Pediatric Science (S; 3)**

Prerequisite: Nu 748.

The common health problems of infancy, childhood and adoles-



# 144 / Description of Courses

## NURSING

cence. Methods of diagnosis and management of common health problems.

By arrangement

Joan Grindley  
Melvin Levine (H.M.S.)

### **Nu 750 Dynamics of Human Relations (F; 1)**

Participation in a group learning experience to understand the dynamics of peer relations, to learn how to identify group norms, and to deal with behavior modification via group technique.

By arrangement

Teresa Chopoorian

### **Nu 751 Dynamics of Human Relations (S; 1)**

Prerequisite: Nu 750.

Participation in a group learning experience to continue understanding the dynamics of group norms. The focus shifts from identification of group behavior to the components of leadership techniques in group work.

By arrangement

Teresa Chopoorian

### **Nu 752 Dynamics of Human Relations (F; 1)**

Prerequisites: Nu 750, Nu 751.

Continuation of group learning experiences in the form of participation in a weekly seminar concerning the problems of role definition as the nurse works out some practical day-to-day operational problems as part of the educational experience.

By arrangement

Teresa Chopoorian

### **Nu 753 Dynamics of Human Relations (S; 1)**

Prerequisites: Nu 750, Nu 751, Nu 752.

Continuation of focus of Nu 752 with beginning reinforcement of ability to assume new roles in nursing. The group will consider role change from student to graduate.

By arrangement

Teresa Chopoorian

### **Nu 754 Seminar on Critical Issues of Health Care Delivery (F; 3)**

Discussion of major issues influencing the delivery of Maternal-Child Health care. Discussion will include the relationship of community, social, professional and political organization and their impact on health systems.

By arrangement

Teresa Chopoorian  
Howard Jacobson (H.M.S.)

### **Nu 755 Maternity Clinical Practicum (F; 3)**

This practicum is devoted to the clinical components of Nu 744 and Nu 740. Experiences are planned with children and families in selected settings to provide opportunity for development of competencies in interviewing, observing, recording, and interpreting. Sessions are planned to introduce services, neighborhood health centers, ambulatory services and private group practices.

By arrangement

Linda Grimm  
John Leventhal

### **Nu 756 Maternity Clinical Practicum (S; 3)**

This practicum is devoted to the clinical components of Nu 745 and Nu 741. Experiences are arranged to assess a family's growth and development in order to plan effective nursing intervention in the care of a pregnant family in the antepartum, intrapartum and postpartum periods. Opportunity is provided for assessment of pregnant women at different stages of the childbearing cycle.

By arrangement

Linda Grimm  
John Leventhal

### **Nu 757 Pediatric Clinical Practicum (F; 3)**

This practicum is devoted to the clinical components of Nu 748 and Nu 740. Experiences are planned to focus on skill development in health assessment of infants, toddlers, preschoolers and their families. These experiences include opportunities for the development of competencies in interviewing, observation, recording, and interpretation. Sessions are planned to introduce students to a holistic view of the delivery of pediatric care — inpatient services, neighborhood health centers, well child conferences, ambulatory services, and private group practices.

By arrangement

Joan Grindley  
Fredrick Mandel (H.M.S.)

### **Nu 758 Pediatric Clinical Practicum (S; 3)**

This practicum is devoted to the clinical components of Nu 749 and Nu 741. Experiences are planned to develop skills in the health

assessment of school age children and adolescents as well as to do complete health assessments of children in various age groups. Experiences are arranged to assess a family's growth and development in the childbearing period.

By arrangement

Joan Grindley  
Fredrick Mandel, H.M.S.

### **Nu 759 Advanced Clinical Practicum Maternity (F; 6)**

The focus of the practicum is for the nursing student to participate with the physician in the delivery of primary health care to mothers in the childbearing period. Experiences are planned in order for the nursing student and the physician to assess, plan, and manage the primary health care services to mothers in the childbearing period by joint planning, coordination of services, consultation, and referral. Experience settings are in group practices such as ambulatory clinics, neighborhood health centers, or private group practices. A seminar is held weekly to integrate theoretical and clinical experiences and to consider research findings pertinent to maternity care.

By arrangement

John Leventhal, M.D.  
Linda Grimm

### **Nu 760 Advanced Clinical Practicum Maternity (S; 6)**

Prerequisite: Nu 759.

The focus of this practicum is to encompass the teaching and research activities of the clinical specialist. Within the same clinical setting and experience that was described in Nu 759, the student will begin to assume a more direct teaching activity to other students, or health workers in the setting. Teaching responsibilities are an extension of patient care and service responsibilities.

By arrangement

John Leventhal, M.D.  
Linda Grimm

### **Nu 761 Advanced Clinical Practicum Pediatrics (F; 6)**

The focus of this practicum is the participation of the student in well child supervision and in the identification and management of children with common health problems by joint planning, coordination of services, consultation, and referral with physicians in a group practice setting such as ambulatory clinics, neighborhood health centers, or private group practices. The weekly seminar integrates theoretical and clinical experiences and considers research findings pertinent to pediatric care.

By arrangement

Joan Grindley  
Melvin Levine

### **Nu 762 Advanced Clinical Practicum Pediatrics (S; 6)**

This practicum encompasses the teaching and research activities of the clinical specialist. Within the same clinical setting and experiences described in Nu 761 the student begins to assume a more direct teaching activity to other students and health workers in the setting. Teaching responsibilities are viewed as an extension of responsibilities for patient care and services.

By arrangement

Joan Grindley  
Melvin Levine

### **Nu 766 Research in Nursing (F; 3)**

Introduction to research methodology, vital statistics, and epidemiology. Content includes identification of researchable clinical problems, selection of appropriate methodology, use of measurement tools, responsibility of the practitioner for research, use of research results in clinical practice, and understanding the community through use of vital statistics and the tools of epidemiology.

By arrangement

To be announced

### **Nu 768 Independent Study or Directed Study (F, S; 3, 3)**

Under direction of the faculty, exceptionally talented students have the opportunity to strengthen their mastery of a particular subject in nursing, to study intensively a specific problem related to research, to further develop and test a theory of nursing or explore a special area of interest. The student must submit a proposal for approval by the department prior to registration for credit.

By arrangement

Maternal-Child Health Department

### **Nu 791 Curriculum Development in Nursing Education (F; 3)**

Development of educational objectives, selection of learning experiences, concepts of curriculum organization, sequence and evaluation in curriculum planning.

Anne Kibrick



**Nu 794 Research Design (F; 3)**

An introduction to the major methods employed in scientific investigation. The course will emphasize the selection and delimitation of a health related problem and the development of a research design appropriate to that problem.  
Dorothy J. Wolker

**Nu 795 Research Methods (F; 3)**

Prerequisites: Consent of Professor. To be taken in sequence with Nu 796.

An introduction to the major methods employed in scientific investigation. The course will emphasize the selection and delimitation of a health related problem and the development of a research design appropriate to that problem.  
Dorothy J. Wolker

**Nu 796 Research Seminar (S; 3)**

Prerequisites: Nu 795. To be taken in sequence with Nu 795.

Directed group research experience in the problem area identified in Nu 795.

By arrangement

Dorothy J. Wolker

**Nu 800 Theoretical Basis of Medical-Surgical Nursing I (F; 4)**

Study of the philosophical derivations of nursing theories and the psychosocial-biomedical bases for nursing intervention. Clinical facilities used when applicable.  
The Department

**Nu 801 Theoretical Basis of Medical-Surgical Nursing II (S; 4)**

Continuation of Nu 800. Clinical paper dealing with systematic exploration of a clinical nursing intervention required.

The Department

**Nu 807 Seminar in Teaching Medical Surgical Nursing (F; 3)**

Prerequisites or concurrent with Nu 800, 791.

Examination of the role of the teacher-clinician in higher education. Observational experiences in a program of nursing education available.  
The Department

**Nu 808 Practicum in Teaching Medical-Surgical Nursing\* (S; 3)**

Prerequisites: Consent of professor.

Opportunity to test methods of guiding and evaluating learning through participation in a program of nursing education.

The Department

**Nu 815 Clinical Seminar Medical-Surgical Nursing (F; 3)**

Prerequisites or concurrent with Nu 800.

This course is intended for students selecting clinical specialization in medical-surgical nursing. It includes an intensive study of selected nursing problems and their concomitant nursing implications as well as an analysis of the evolving role of the nurse specialist.  
By arrangement  
The Department

**Nu 816 Clinical Practicum Medical-Surgical Nursing (S; 3)**

Prerequisites: Consent of professor.

The student demonstrates the ability to formulate and implement health care plans related to the selected nursing problems identified in Nu 804. Students synthesize their own concept of the clinician's role objectives through association with practicing nurse clinicians and selected clinical projects.  
The Department

**Nu 820 Independent Study in Medical-Surgical Nursing (F, S; 1-3)**

Directed study to gain deeper insight into an area of particular interest.

By arrangement

To be announced

**Nu 840 Advanced Psychiatric Nursing: Theory and Practicum, I (F; 6)**

Prerequisites: none.

Supervised clinical experience with individuals, groups and families in emotional distress. Supervisory conferences focus upon the systematic evaluation of the method of intervention appropriate to the clinical problem. Supervisory conferences will be held in small groups and individually. Weekly seminar discussions focus on systems of psychotherapy and clinical time will be approximately four hours per credit.  
Carol Horton  
Joon Gosselin

**Nu 841 Advanced Psychiatric Nursing: Theory and Practicum, II (S; 6)**

Prerequisites: Nu 840.

Supervised clinical experience with individuals, groups and families, with special emphasis on children. Continuation of seminar dealing with systems of psychotherapy. Clinical time is the same.

Carol Horton

Joon Gosselin

**Nu 844 Advanced Psychiatric Nursing, Theory and Practicum, III (Intersession)**

Prerequisites: Nu 840, Nu 841.

Continued supervised clinical experience with emphasis on methods of intervention best utilized in community systems, i.e. crisis intervention, development of support systems and human network resources. Seminar continues with emphasis on systems theories as applied to community mental health. Clinical time remains the same.

Carol Horton

Joon Gosselin

**Nu 854 Theories of Deviancy and Normality of Adult Human Behavior: Implications for Nursing Intervention (F; 3)**

A review of selected research and theories which focus on psychopathological and normal behavior patterns in adults. Practicum will include the evaluation of adults under varying degrees of social and psychological stress and will require the student to formulate appropriate modes of intervention. Practicum included.

C. Horton

J. Gosselin

**Nu 855 Theories of Deviancy and Normality of Child Behavior: Implications for Nursing Intervention. (S; 3)**

Prerequisites: Nu 854.

A review of selected research and theories which focus on psychopathological and normal behavior patterns in children. Practicum will include the evaluation of children under varying degrees of stress and will require the student to formulate appropriate modes of intervention. Practicum included.

C. Horton

J. Gosselin

**Nu 856 Behavior and Drugs: An Introduction to Psychopharmacology (S; 3)**

A guided T.V. lecture series designed to introduce students to the basic questions related to the study of drugs and their influence on human behavior. The lectures televised are presented by outstanding researchers in the area of drugs and behavior. An instructor will provide guidance in the interpretation of the lectures and direction in the readings. The series is designed to provide basic knowledge about drugs to students of human behavior who are interested in the pharmacological approaches to modify human behavior. Strong emphasis is placed on the present clinical use of drugs in the area of psychiatric disturbances. Open to senior nursing students and majors in the behavioral sciences, as well as all graduate students.

Carol R. Horton

and Department

## Philosophy (Pl)

Courses numbered 001 to 099 are undergraduate core courses; courses numbered 100 to 299 are for undergraduate students. Courses numbered from 300 to 999 are for advanced undergraduate majors and graduate students. All courses offered by the Philosophy Department carry three semester hours of credit.

### Core Courses

**Pl 007 Philosophy of Man (F, S; 3, 3)**

This course considers the nature of man from the evidence of personal experience, science, and the philosophical reflections of key figures in Western thought.

The Department

**Pl 009 Ethics (F, S; 3, 3)**

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined and applied to various moral problems.

The Department



## Courses in PULSE Program

### PI 006 Man in Cultural Conflict (F, S; 3, 3)

*Prerequisite:* Concurrent participation in an approved PULSE field project.

Through combined classroom and community-action experiences, this course will focus upon the changes in symbols, meanings and values confronting the individual in periods of cultural transition. This will provide an introduction to the PULSE Program for Social Action.

*The Department*

### PI 008 Philosophy of Social Reality (F, S; 3, 3)

*Prerequisite:* Concurrent participation in an approved PULSE field project.

Students will encounter the forces and structures which constitute man's social existence in both action and reflection. Understanding these phenomena will provide a context out of which effective and authentic social action may proceed. This course is recommended for students with previous experience in the PULSE Program.

*The Department*

### PI 230 Human Relations and Community (S; 3)

An exploration of the depths of meanings, values and feelings which constitute the reality and uniqueness of human living in community. In addition to readings, students will draw on their personal and project experiences from their participation in PULSE field projects.

*The Department*

### PI 233 Values, Health and Welfare (F; 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended.

*The Department*

### PI 234 Society and Economy (F; 3)

A study of contemporary economic theories in relation to national and international social structure.

*Joseph F. Flonogon, S.J.*

### PI 237 Philosophy of Social Change (S; 3)

A discussion of the various moral dimensions of radical social change. This course is designed to complement the more practical experience of the PULSE Program with a form of basic, critical reflection on how we go about forming judgements, establishing priorities, and setting policy in society. It will deal with such subjects as responsibility and the social order, the good of history, justice and friendship, authority and law, totalitarianism and revolution.

*Olivo Blonchette, S.J.*

## Electives

### PI 150 Contemporary Analysis of Myth and Symbol (F; 3)

An exploration of the relationship between reflective philosophy and the interpretation of myth and symbol in the works of Freud, Jung, Eliade and Ricoeur. Special emphasis is placed on a phenomenology of the symbols of evil and a structural analysis of the mythic content of primitive religions. The course attempts to integrate conflicting interpretations of mythico-symbolic language which is seen as the locus of both unconscious projections and the creation of meaning.

*Richard M. Stevens, S.J.*

### PI 153 The Heidegger Project I (F; 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. The project will continue for two semesters. Some knowledge of traditional philosophy (e.g., Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

*Thomos J. Owens*

### PI 154 The Heidegger Project II (S; 3)

Continuation of first semester. See PI 153.

*Thomos J. Owens*

### PI 161 Philosophy of Religion (S; 3)

An elaboration of a phenomenological "typology" of the forms of religious experience. Consistent patterns of experience will be grouped according to the models of participation, encounter and community. This method offers an interpretative framework for understanding the symbol systems of a wide variety of religious expressions, both Eastern and Western. The course will also explore the possibility of meaningful religious language in a secularized culture.

*Richard M. Stevens, S.J.*

### PI 165 Human Person and Love (F; 3)

This course will examine the notion of love and the experience of love from a philosophic viewpoint, with an emphasis on both the phenomenology of the loving experience, and the history of the philosophic understanding of love in Greek and Christian times. The course will follow a cyclic movement, beginning with the contemporary problem of love, continuing with a history of the philosophy of love in Plato and in the diverse views of love through Christian history, with an emphasis on the religious dimension of love, leading up to a contemporary attempt at synthesis, and a consideration of sexual love from a personalistic viewpoint.

*Gerord C. O'Brien, S.J.*

### PI 166 Freedom and Authority (S; 3)

This course involves a reading and discussion of several classic works concerned with the problem of Liberty and Authority: Plato's *Republic*; Locke's *Second Treatise*; Mills' *Essay on Liberty*. Contemporary readings will include contribution of Maritain, J.C. Murray, and Louis Janssens.

*Joseph H. Cosey, S.J.*

### PI 167 Search for Being (F, S; 3, 3)

The source, foundation, meaning and purpose of being. Various monistic and dialectic approaches. The attempt to intuit being through its causes.

*Joseph L. Borrett, S.J.*

### PI 210 Contemporary Marxism (F, S; 3, 3)

This course begins with a study of Hegel and Feuerbach followed by Marx's *Thought*. Special lectures are given on Lenin, Revisionism, Soviet Philosophy today, Marcuse and the tendencies in contemporary society toward Marxism. Oral examination and term paper required.

*Frederick J. Adelson, S.J.*

### PI 240 Studies in Value Conflict (F; 3)

Reflecting on my own situation I have identified the following problems involved in reorientation. Within each of the communities to which I belong (as an American, a Catholic, a Jesuit, a member of Boston College) I found members split over symbols, posture toward change, institution vs. person, freedom vs. authority, education, priority of communities, the role of thinking in living. Having reached tentative solutions on each of these issues, I would welcome cooperation of a few students interested in the same over-all problem. My expectations would be two-fold: first, reaction to my reflections on these issues; second, a serious paper which may substantiate, advance or contradict my conclusions.

*Joseph H. Cosey, S.J.*

### PI 261 The Creative Person (S; 3)

A creative person is one whose personhood is active, released, and known. The most important question here is not 'what' or even 'why' but 'how.' This is a course in actual, philosophically-significant experiment, followed by reflection — experiments in self-discovery in four dimensions: relation to yourself, others, nature, and God.

*Peter J. Kreeft*

### PI 264 Logic (F, S; 3, 3)

Logic as a formal science and art of valid deductions. Both traditional and symbolic approaches to correct thinking.

*Joseph L. Borrett, S.J.*

### PI 265 Logic and Computers (F; 3)

A basic non-mathematical approach to symbolic logic covering both class and propositional logic. The course will deal with the application of logic to electric circuits and computer programming as well as the more traditional tasks of analyzing the validity of various modes of discourse and stripping rhetoric from thinking.

*Thomos J. Loughron*



**Pl 266 Practical Logic (F, S; 3, 3)**

A study of the roles of correct reasoning together with their application to concrete cases. *William J. Hoggerty, Jr.*

**Pl 270 Modern Encounter with Philosophy (S; 3)**

An introductory course in philosophy. It will contain an examination of some classical writings in philosophy (Aristotle, Hobbes, Descartes, Rousseau, Marx); with some contemporary philosophical pieces (analytic, pragmatic, existential), with writings of such current figures as R. D. Laing, Herbert Marcuse, B. F. Skinner and Jacques Ellul. The purpose of the course is to explore man's intellectual past, in the light of our intellectual present, with the goal of directing our attention towards the possibility of a rational future. *Francis P. Molloy, S.J.*

**Pl 299 Readings and Research (F, S; 3, 3)**

By arrangement *The Department*

**Pl 315 Aristotle (S; 3)**

Beginning with the emergence of a distinctive philosophical mode of inquiry among the Pre-Socratics, this course will trace the growing challenge, especially as posed by the doctrines of Plato and Aristotle, to the "common sense" and literary conceptions of man and reality in the ancient Greek world. The context of the other important schools of philosophy will also be treated, as well as the development of Neo-Platonism in the Roman Empire. An attempt will be made to assess the role of wisdom in the ancient Greek world, as well as to indicate some ways in which this heritage is operative in the works of contemporary thinkers. This course will center on the writings of the Greek philosophers themselves, and some instruction in philosophical Greek will be given to enable the student to appreciate first hand how the Greeks formulated their own thoughts. *Stuart B. Martin*

**Pl 325-326 (Cl 212-213) The Young Aristotle (F, S; 3, 3)**

Reading and discussion of the fragments in their relation to Plato and the Academy, on the one side, and, on the other, to Aristotle's own treatises on ethics, psychology, physics and ontology. Offered, 1974-1975 *Joseph P. Maguire*

**Pl 331-332 (Cl 410-411) Plato: The Later Period (F, S; 3, 3)**

Reading (in translation) and discussion of the Dialogues subsequent to *Republic* from *Theaetetus* to *Lysis*. Special provision will be made for those who wish to read Plato's Greek. By arrangement *Joseph P. Maguire*

**Pl 352 Augustinian View of Man (F; 3)**

An examination of the master themes of Medieval Thought from St. Augustine to St. Anselm. *Norman J. Wells*

**Pl 353 Medieval View of Man (S; 3)**

An examination of the master themes of Medieval Thought from St. Bonaventure to William of Ockham. *Norman J. Wells*

**Pl 354 The Christian Philosophy of Thomas Aquinas (F; 3)**

A detailed examination of Aquinas as a 13th century medieval theologian confronting the key issues of his time and an assessment of trends in Contemporary Thomism. Offered, Fall 1974 *Norman J. Wells*

**Pl 410 Kant (S; 3)**

The Copernican Revolution; critical philosophy and transcendental idealism; Kant's moral philosophy; the moral laws and postulates. *Joseph L. Navickas*

**Pl 419 Kant and Hegel (F; 3)**

An analysis and comparison of the major themes in Kant and Hegel. Offered, Fall 1974 *Joseph L. Navickas*

**Pl 421 Nietzsche — Prophet of Nihilism (S; 3)**

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger. Offered, Spring 1975 *Jacques M. Tominiaux*

**Pl 423 Introduction to Analytic Philosophy (F; 3)**

The main currents in analytic philosophy now dominant in America and Britain will be presented in their historical development. The revolutionary impact of G. E. Moore will be examined first. Russell's

influence, especially in logical atomism, will be assessed; logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. The contributions of Wittgenstein and ordinary language philosophers will be evaluated. *Richard T. Murphy*

**Pl 425 Philosophical Methods (F; 3)**

The course is concerned with the basic modes of procedure employed by the leading thinkers since Descartes. The emphasis is on the relevant fact that the method employed has a decisive impact on the formulation, elaboration and solution of philosophical problems. The course deals with the methods themselves, and not with their evaluation or justification.

Offered, Fall 1974

*Joseph L. Novickas*

**Pl 426 Three Existential Philosophers (S; 3)**

This course will expose and analyze the Existential Philosophies of three major thinkers in the field of Existentialism: Heidegger, Sartre, and Marcel. Lectures and discussions will be held on the major works of these men and student reports will be given on some of the significant works of these philosophers.

Offered, Spring 1975

*John P. Rock, S.J.*

**Pl 427 Existential Psychology (F, S; 3, 3)**

Existential psychology is a "union" of two disciplines, psychology and the philosophies of existentialism. It deals with such psychological topics as "experience," anxiety, freedom, etc., but is concerned with understanding these aspects of man's life on the deeper level of philosophy. Writings of Rollo May, Binswanger, Heidegger, Boss, Laing and others will be considered. *Daniel J. Shine, S.J.*

**Pl 428 Contemporary Structuralism and Anthropology (F; 3)**

This course will consider the works of some of the contemporary structuralist thinkers, particularly the anthropology of Claude Lévi-Strauss, and the relation of structural philosophy to phenomenology, psychology and literature.

Offered, Fall 1974

*Gerard C. O'Brien, S.J.*

**Pl 429 Repression and Reality: A Philosophical Inquiry into Freud (F; 3)**

A study of the revolutionary impact upon philosophy of Freud's psychoanalytic theory. Along with a reading of the principal works of Freud, the course will involve an analysis of contemporary interpretations of Freudian thought (Marcuse, Lacan, Norman O. Brown). Particular stress will be placed upon Freud's theories of repressive civilization, sublimation and art, and the ambiguities of self-consciousness. *Richard M. Stevens, S.J.*

**Pl 430 Introduction to Phenomenology (S; 3)**

Husserl, Heidegger, Sartre and Merleau-Ponty will be examined. A critical analysis of the limits of phenomenology will be made. Offered, Spring 1975 *Dovid M. Rosmussen*

**Pl 431 Philosophy of Karl Jaspers (F; 3)**

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of Existenz, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Offered, Fall 1974

*Joseph L. Novickas*

**Pl 432 Jean-Paul Sartre: The Psychology of Imagination (S; 3)**

An analysis of Sartre's views on the imagination and consciousness. The course will trace Sartre's adaption of Phenomenology, his studies of the structures of subjectivity, his penetrating analyses of freedom, the sado-masochistic dimensions of interpersonal relations. Particular emphasis will be placed on the role of symbolic schemes in the imaginary life and upon the function of art. *Richard M. Stevens, S.J.*

**Pl 436 American Culture: The Symbolism of Enlightenment and Madness (S; 3)**

A critique of the developing Symbolism of American Culture from the theoretical perspectives of Critical Social Theory, Marxism, Structuralism and Phenomenology. The purpose of the course will be to understand the close correlation between enlightenment and madness in American Culture as exercise in Critical Cultural Theory. *David M. Rasmussen*



**Pl 440 Existential Humanism (S; 3)**

The existentialists have addressed themselves to the dramatic human plight unique to twentieth-century man. They have presented a stirring picture of man's struggle for meaning for life in a technologically-dominated society and in a nuclear age. The course hopes to reveal and evaluate the specific features which this "Philosophy of Crisis" has claimed to be distinctive of human living in this present moment of history. The most decisive question which hopefully these philosophers will make us answer is this: How must I live well? Most texts will be novels and plays of the existentialists.

Richard T. Murphy

**Pl 442 The Future of Man (S; 3)**

Technological powers (both outer and inner) are rapidly becoming available (so rapidly as to produce more and more 'future shock') by which man can radically change not only his world and his life but even his very self. How will the new man differ from the old? Will man survive at all or destroy himself? Resources to explore these questions include such diverse philosophers of history as Teilhard de Chardin and Martin Heidegger, novelists of the stripe of Huxley, Skinner, Lewis and Bradbury, and religious and mystical apocalyptic and prophetic writings, as well as the student's own exercise of critical value-inquiry.

Peter J. Kreeft

**Pl 444 Contemporary Philosophical Issues (F; 3)**

A study of the themes of loneliness, alienation, communication, love, freedom, heroism and faith as expounded in the philosophies of Kierkegaard, Nietzsche, Marx, Dewey, Sartre, Buber, Bonhoeffer and de Chardin. A key problem: can the insights of diverse, even conflicting, viewpoints be reconciled without falling into mere eclecticism?

Stuart B. Mortin

**Pl 445 The Origins of American Pragmatism (F; 3)**

A critical account of the philosophic views of Peirce and James, with an accent on the link between Pragmatism and the two more contemporary movements of Phenomenology and Linguistic Analysis.

Offered, Fall 1974

Richard M. Stevens, S.J.

**Pl 449 Practical Problems in Business Ethics (S; 3)**

This course will focus on some practical problems in business ethics, making use of concrete cases to illustrate the ethical reasoning involved, and its application to actual situations. The emphasis will be on reaching as definite conclusions as possible on some contemporary problems in business ethics. Ethical theory will be secondary and will be introduced insofar as it is a help to the solution of the problems discussed. This course is intended primarily, though by no means exclusively, for students in business and management. Plans include a fair number of lecture and discussion classes on the practical aspect of business ethics by members of the faculty and outside speakers in various fields of business.

Gerord C. O'Brien, S.J.

**Pl 450 Phenomenology and Intersubjectivity (S; 3)**

Communication between persons, dialogue, love — these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered, Spring 1975

Thomas J. Owens

**Pl 451 Medico-Moral Ethics (S; 3)**

Prerequisite: A basic course in ethics. Preference will be given to pre-med and nursing students.

A discussion of two main areas of moral questioning concerning the care for human life: (1) questions arising from the development of technology and science having to do with genetic control, transplants, the prolongation of life, experimentation with humans, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and the dying, the idea of health and human wholeness, the relation between nurse and doctor, abortion, the experience of death.

Olivo Blanchette, S.J.

**Pl 455 Kierkegaard and Nietzsche (F; 3)**

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and

the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

John P. Rock, S.J.

**Pl 457 Phenomenology and William James (F; 3)**

An analysis of the influence of William James' thought in the development of the phenomenological movement.

Offered, Fall 1974

Richard M. Stevens, S.J.

**Pl 458 German Existentialism (S; 3)**

This course will study the profound analyses of modern man as expounded by the two leading figures of German Existentialism, Heidegger and Jaspers. The course will include introductory lectures, student seminar reports and analyses of some of their major writings.

John P. Rock, S.J.

**Pl 459 Whitehead's Process Philosophy (F; 3)**

A study of the philosophy of Alfred North Whitehead. The aim of the course will be to balance a reading of Whitehead's metaphysical writings with an examination of his work in such practical fields as education and religion.

Offered, Fall 1974

Brian J. Cudohy

**Pl 470 The New Religions (F; 3)**

An even more radical sign of an age of crisis and change than new philosophies is new religions. This course will consider four new religious movements: (1) Oriental imports and gurus (Zen, Yoga, "Hare Krishna" people, the Maharishi and Transcendental Meditation, The Tibetan Book of the Dead, etc.); (2) The "Jesus Revolution" (Pentecostalism, Protestant and Catholic, the "Jesus freaks," "Jews for Jesus," evangelists and faith-healers); (3) The occult (astrology, white and black witchcraft, Satanism, the spirit world, etc.); (4) psychedelic drug experience as religion.

Peter J. Kreeft

**Pl 501 Marx and Schelling as Metaphysicians of Nature (S; 3)**

Marx wrote his doctoral dissertation on philosophy of nature. If he returned to the subject it was only indirectly through Copitol. F. W. Schelling's dialectic of nature served as a link between the subjective dialectic of Fichte and the absolute dialectic of Hegel. This course describes and analyzes the complex relationships between these four philosophers with main emphasis on how Marx' view of the universe faithfully reflects both the influence of Schelling on him and his effort to overthrow what he saw as Schelling's idealism.

Offered, Spring 1975

Thomas J. Blokeley

**Pl 502 Pre-Marxist Russian Philosophy (F; 3)**

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Offered, Fall 1974

Joseph L. Novickos

**Pl 503 Seminar in Marxism (S; 3)**

This course is to be composed of a selected group of students approved by the professor after a preliminary personal interview. Papers will be presented by the students on such topics as: Humanism and the Young Marx; Philosophy of Labor; Matter and Motion; Marx and Metaphysics.

Offered, Spring 1975

Frederick J. Adelman, S.J.

**Pl 504 Marx and Social Philosophy Today (S; 3)**

This is a cooperative, experimental course which combines the specializations of various members of the Department in order to arrive at a synthetic view of where contemporary social philosophy is going. The course will deal with Hegel, Marx, Engels, dialectical materialism, neo-Marxism, and current efforts of authentic social theory.

Offered, Spring 1975

The Department

**Pl 505 Man and History: Marx and Sartre (F; 3)**

The origins of Marx' notion of man in Hegel's Phenomenology. The development of Marxian anthropology through the main periods of his intellectual development. The Marxism of Sartre and its compatibility with his existentialism. How do Marx and Sartre score when judged against the over-all background of doctrines on



man as evolved in the development of Western thought? Do they provide a new anthropological departure for the "third world"?  
Offered, Fall 1974 Thomas J. Blokeley

**Un 506 Perspectives on Revolution (F; 3)**

What do we really know about revolutions, revolutionary situations, revolutionary leadership, revolutionary wars, etc.? Revolution is one of those practical but important problems which can benefit from an interdisciplinary and interdepartmental approach. Among the approaches to be explored in this course: psychological and conceptual revolutions, examined by a philosopher; industrial and economic revolutions, examined by an economist; a historian's view of the actual course of revolutions of the past; a political scientist's account of the state of his art on the question; determination of what the linguist and literary historian mean by "revolution" — and the relationship of all of these to each other and to the actual occurrence of revolutions in society. Interdepartmental

**Pl 531 American Social Crisis (F; 3)**

This course will first identify and analyze the major American myths; then, observe how these myths operate within the various institutional structures — economic, political, social, educational and religious. Finally, an attempt will be made to clarify the social and personal dimensions of our current social crisis.

Joseph F. Flanagan, S.J.

**Pl 534 Community and Law (F; 3)**

A discussion of the nature of law, its role and its basis in society and its purpose as a means in forming community. Various notions and aspects of law will be explored in view of showing its essential mutability.

Oliva Blanchette, S.J.

**Pl 537 Psychopolitology in Aquinas, Sartre and Mao (S; 3)**

Mao's effort to integrate Marxism-Leninism with Confucianism is seen here as parallel to the effort of Aquinas to integrate Aristotle into Medieval thought and practice, while Sartre's *Critique of Dialectical Reason* and *Family Idiot* are seen as providing a beginning for the biographical-sociological methodology of a workable psychopolitology.

Thomas J. Blokeley

**Pl 540 Education and Revolution (S; 3)**

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Offered, Spring 1975

Oliva Blanchette, S.J.

**Pl 550 Perspectives on Social Economy (F; 3)**

A dialectical examination will be made of the rationality which informs social science, particularly sociology, on economics.

Offered, Fall 1974

Dovid M. Rasmussen

**Pl 551 Freud and Existential Analysis (F; 3)**

This course offers a philosophical analysis and comparison of the different methods of psychoanalysis developed by Freud and the existential analysts. Attention will be focused on such central themes as consciousness, freedom, responsibility, guilt.

Offered, Fall 1974

Richard T. Murphy

**Pl 565 Philosophers on Learning (S; 3)**

The doctrines of Plato, Aristotle, Augustine, Aquinas, Rousseau, Dewey and Whitehead.

Offered, Spring 1975

Norman J. Wells

**Pl 566 Philosophical Workshop (F; 3)**

The course is designed for those who are interested in the activity of philosophizing. Philosophical Workshop is not a series of lectures about philosophy or philosophical doctrines but a forum for a constructive and creative rethinking of the perennial issues. All active students will be given an opportunity to participate in discussions and to present their own arguments, papers, and discourse in class. The teacher will assume the functions of the instructor, initiator and moderator.

Joseph L. Navickas

**Pl 568 The African View of Man and World (F, S; 3, 3)**

Man's interpretation of himself and his world explored in terms of African cosmology, logic, religion, aesthetics and history. The

instructor will expect that his African interpretation will be complemented by the student's Western perspective.

Rev. Innocent I. Egbujie

**Pl 570 Philosophy of Art (S; 3)**

Traditional theories of art will be considered and contrasted with contemporary, phenomenological approaches to art. Examples from painting, music, architecture and contemporary films will be analyzed. Students will have an opportunity to present their own projects in class.

Joseph F. Flanagan, S.J.

**Pl 571 Art and Science (F; 3)**

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Offered, Fall 1974

Joseph F. Flanagan, S.J.

**Pl 575 An Alternative to Behaviorism: the Psychology of William James (F; 3)**

William James offers one of the few truly original conceptions of psychology. A study of his *Principles of Psychology* can provide a sympathetic analysis of behaviorism and an introduction to Phenomenology. An effort will be made to view James' theories of the stream of consciousness, the experience of self-identity, the dialectic of determinism and freedom, body consciousness, the emotions, in the light of contemporary psychological approaches. The course will also assess James' research into bizarre psychic phenomena; subliminal and "cosmic" consciousness.

Richard M. Stevens, S.J.

**Pl 577 (Mt 460) Symbolic Logic (S; 3)**

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

Offered, Spring 1975

Louis O. Kattsoff

**Pl 580 Structural Analysis of Myth and Symbol in Contemporary Cinema (S; 3)**

The study of film has traditionally taken place in a closed universe of discourse unrelated to developments in the larger realm of aesthetics. This course will attempt to relate philosophical theories of interpretation — structuralism, phenomenology, psychoanalysis — to the study of film aesthetics. A series of films will be shown and discussed.

Richard M. Stevens, S.J.

**Pl 585 The Phenomenological Movement (F; 3)**

Beginning with the neo-Kantians this course will concern the major figures in the phenomenological movement including Brentano, Scheler, Husserl and Heidegger.

Hans-Georg Gadamer

**Pl 711-712 (Cl 302-303) The Pre-Socratics (I, II) (F, S; 3, 3)**

Reading in translation of Hesiod, *Theogony*; the fragments of the philosophers from Thales to Democritus; and, as sequel, Plato, *Timaeus*. Special provision will be made for those who wish to read the Greek.

By arrangement. Offered, 1974-1975

Joseph P. Mogueire

**Pl 720-721 (Cl 304-305) Aristotle's Development in Ethics (I, II) (F, S; 3, 3)**

Reading in translation and discussion of *Nicomachean Ethics*, in relation to *Protrepticus*, *Eudemian Ethics*, *Magna Moralia*, and *Politics*. Special provision will be made for those who wish to read the Greek. By arrangement

Offered, 1974-1975

Joseph P. Mogueire

**Pl 735 Aristotle's Organon (S; 3)**

A close, textual analysis of Aristotle's key logical writings.

Thomas J. Blokeley

**Pl 740 (Cl 317H) The Nature of Man in Greek Thought (S; 6)**

This course will trace the genesis and development of some Greek beliefs about man — body, soul, place in the Universe, afterlife, in sum his nature — from the earliest beginnings (Homer and before) to the Byzantine period (including Christian thought). The approach will be through a careful and intensive reading (in translation) of original literary, philosophical, religious and medical texts.

Offered, Spring 1975

Robert F. Renehan



# 150 / Description of Courses

## PHILOSOPHY

### Pl 751 Medieval Philosophy (F; 3)

A study of the positions of God, man, and the universe as they arise and develop out of the confrontation of the Graeco-Roman with Judaeo-Christian tradition from Early Apologists to Abelard. Offered, Fall 1974

Normon J. Wells

### Pl 755 The Ontological Argument (S; 3)

An examination of this famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Normon J. Wells

### Pl 772 Philosophy and Theology in Aquinas (S; 3)

A study of the relationship between philosophy and theology in Aquinas starting from the Aristotelian notion of science and method and showing how Aquinas came to conceive "Sacred Doctrine" as a science. Issue will be taken with the way in which this relation has been understood by contemporary Thomists like Gilson and Chenu and the seminar papers will examine how Aquinas worked out the relation between philosophy and theology in his own work. Offered, Spring 1975

Oliva Blanchette, S.J.

### Pl 777 Descartes (F; 3)

A detailed examination of the Cartesian Perspectives on God, Man and the World in the light of *The Discourse on Method, Meditations, Regulae* and *Principles*.

Norman J. Wells

### Pl 785 Critical Issues in Hegel's Phenomenology (S; 3)

The chief objectives of the present course are: (a) to locate the Phenomenology in the Hegelian system; (b) to identify the salient characteristics of Consciousness and Self-Consciousness, and especially those of Reason and Spirit; (c) to clarify the ambiguous and puzzling passages; (d) to re-examine the mutual implication of historicity and dialectics; (e) to investigate different forms of transition, especially the final transition from the Phenomenology to Logic.

Joseph L. Navickas

### Pl 790 The Problem of God in Modern Philosophy (F; 3)

This course traces the problem of God and Religion from Descartes to Sartre. It consists in expository and critical presentations of key representatives from the various movements of philosophy: Rationalism, Empiricism, Idealism, Atheistic Humanism, Phenomenology, Pragmatism and Existentialism. The format is basically seminar with some supplementary lectures by the professor. (A significant work is read from each of the areas studied.)

Offered, Fall 1974

John P. Rock, S.J.

### Pl 799 Readings and Research (F, S; 3, 3)

By arrangement

The Department

### Pl 801 Thesis Seminar (F, S; 3, 3)

By arrangement

The Department

### Pl 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

By arrangement

The Department

### Pl 810 Kant's Critical Philosophy (S; 3)

In *The Critique of Pure Reason* Kant defines the limits of coherent and valid thinking about experience and reality. This course will essay to present the genuine analytical and critical achievement of Kant's work. Emphasis will be placed on Kant's critical and transcendental idealism as a metaphysics of experience.

Offered, Spring 1975

Richard T. Murphy

### Pl 815 Culture and Alienation in the Philosophy of History (S; 3)

A study of the basic tension in modern civilization, starting from Hegel's notions of *Entäusserung* and *Entfremdung* down through Marx and Freud to contemporary discussions of both the theme and the tension. The course will make use of the authors to help in articulating a better sense of historical actuality itself.

Oliva Blanchette, S.J.

### Pl 820 Faith and Reason in Hegel (F; 3)

A study of Hegel's understanding of "faith" and "reason" leading into his philosophy of religion as an essential aspect of Absolute

Spirit. Special attention will be given to the relation between faith and reason and that between Church and State.

Offered, Fall 1974

Olivo Blanchette, S.J.

### Pl 826 Wittgenstein, Ryle, Austin (S; 3)

Prerequisite: Pl 423 Introduction to Analytic Philosophy or its equivalent. Consult professor if in doubt.

The major part of this course will be in the form of a seminar workshop in Wittgenstein. The major contributions in theory which Wittgenstein has made to contemporary philosophy will be explored. Gilbert Ryle's impetus to ordinary language philosophy, especially in the area of the mind-body problem will be investigated. Finally, the important contributions especially in the area of descriptive metaphysics, made by J. L. Austin, will be examined.

Richard T. Murphy

### Pl 828 Hegel-Heidegger (S; 3)

An analysis and comparison of the major themes of Hegel and Heidegger.

Offered, Spring 1975

Jacques M. Taminiaux

### Pl 830 Husserl and Transcendental Phenomenology (F; 3)

Husserl's development of a transcendental phenomenology will be examined historically against the background of Kantianism and neo-Kantianism. Then Husserl's idealism will be evaluated critically through contrast with the transcendental-phenomenological viewpoints of Heidegger and Merleau-Ponty.

Offered, Fall 1974

Richard T. Murphy

### Pl 840 Aesthetics (S; 3)

An analysis of contemporary aesthetic theories and their application to the history of painting, music and architecture.

Offered, Spring 1975

Joseph F. Flonagon, S.J.

### Pl 845 Husserl and Merleau-Ponty (F; 3)

Beginning with a description of the phenomenological method itself the course will contrast the theories of reduction formulated by Husserl and Merleau-Ponty. From this contrast will emerge the conflicting views of both philosophers on the pivotal notion of the pre-reflective consciousness or Cogito.

Offered, Fall 1974

Richard T. Murphy

### Pl 848 The History of the Interpretation of Plato (F; 3)

This course will present a critical examination of the major interpretations of Plato.

Hons-Georg Godomer

### Pl 850 Cultural Hermeneutics (S; 3)

This course will examine the emergence and development of contemporary hermeneutical theories during the nineteenth century. The notions of "historicity" and "linguisticity" will be traced from Hegel up through Heidegger and Gadamer.

Offered, Spring 1975

Joseph F. Flonagon, S.J.

### Pl 855 Seminar: Heidegger I (F; 3)

A close analysis of the epochal insights on man, time, world and Being as found in *Being and Time*.

Thomas J. Owens

### Pl 856 Seminar: Heidegger II (S; 3)

This is a continuation of the fall semester seminar Heidegger I (see Pl 855), and open only to students who have participated in that course. This semester will be concerned with a consideration of selected works from Heidegger's later period.

Thomas J. Owens

### Pl 861 Hegel's Philosophy of Religion (F; 3)

Starting from Hegel's own resolution of the conflict between faith and reason from Hegel's in the Phenomenology, the course will explore the form and content of his philosophy of religion in the Berlin lectures and within the framework of the system as a whole.

Oliva Blanchette, S.J.

### Pl 862 The Religious Thought of Kierkegaard (F; 3)

Kierkegaard offers us new insights, new categories, original approaches to the problems of Faith vs. Reason; of Truth, of personal growth, of the encounter with Transcendence, etc. The course will be conducted partly by lecture, partly by seminar and discussion. It will study such works of Kierkegaard as *Fear and Trembling*, *Philosophical Fragments*, *Concluding Unscientific Postscript* and *Sickness unto Death*. (Undergraduate philosophy majors, by special arrangement, may be admitted.)

John P. Rock, S.J.



**Pl 880 Oriental Religions (S; 3)**

The single, fundamental question of oriental religions – the question of self-identity – will be examined in its Hindu, Buddhist, Taoist, and Zen manifestations, using both primary (scriptural) sources and Western interpreters.

Offered, Spring 1975

Peter J. Kreeft

**Pl 910 Russian Cultural Philosophy (F; 3)**

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered, Fall 1974

Joseph L. Novickos

**Pl 915 Dialectical Materialism and Historical Materialism (S; 3)**

The development of historical materialism in the thought of Marx and Engels in the light of the Hegelian origins and the Feuerbachian mediation. Engels' ventures after the death of Marx. Lenin's "revisions" of histomat in the pressure-pot of revolution and his elaboration of Engels' scientification of Marx. Stalin's fideist dogmatization of diamat and ossification of histomat. Post-Stalinist efforts by Soviet philosophers to develop both doctrines. Eastern European and Western Marxist-Leninists. Neo-Marxist and Maoist versions.

Offered, Spring 1975

Thomos J. Blokeley

**Pl 916 Conversations on Marx and Marcuse (F; 3)**

Several of the issues which arise in the context of both Marxism and neo-Marxism clearly go beyond the confines of any doctrinal consideration – they are issues which are important to every culture, every era and every social system. The object of these conversations is to bring out the contrasting ways in which question of Engels' scientification of Marx. Stalin's fideist dogmatization peutics, etc., posed themselves to Marx and his contemporaries and to Marcuse and his contemporaries – including us. Careful reading of some central works of each author is presupposed – hopefully in the original language, but the conversations are not intended to be sessions of strict interpretation of text. Rather we will use the authors as aids in eliciting (idealectically, perhaps) the total structures of man's social-economic-historical situation.

Offered, Fall 1974

Frederick J. Adelmonn, S.J.

Thomos J. Blokeley

**Pl 925 Marx, Habermas, Adorno, Horkheimer: An Exercise in Critical Theory (S; 3)**

Special emphasis will be placed on a critique of culture focused on the concept of domination as the fundamental motif of rationality in Western civilization.

Dovid M. Rosmussen

**Pl 928 Marx, Sartre, Habermas (F; 3)**

On the contemporary scene the questions of philosophical foundations, sociology of knowledge and philosophy of culture have been inextricably intertwined. The tension between Marx's early writings and his *Copitol* provides the scenario for a typically French solution by Sartre and a typically German solution by Habermas. Both provide essays into the foundations of sociological discourse; both use for this a special philosophical-methodological discourse.

Offered, Fall 1974

Thomos J. Blokeley

**Pl 940 Phenomenology of the Social World (S; 3)**

Primary emphasis of the course will be on the work of Alfred Shutz with secondary consideration given to Berger, Winter, Strasser and others who, like Shutz, have attempted to establish a philosophical foundation for reflection on society and politics.

Offered, Spring 1975

Dovid M. Rosmussen

**Un 941 Critiques of Social Theory (F; 3)**

A review of functionalism and Marxism looking toward the development of cultural theory.

Offered, Fall 1974

Dovid M. Rosmussen

Severyn T. Bruyn

**Pl 944 Social and Political Ethics (S; 3)**

A discussion of method in ethics with special insistence on the social dimension of ethical judgement with the help of political and social scientists as well as philosophers.

Offered, Spring 1975

Olivo Blonchette, S.J.

**Un 948 Psychology and Politics (F; 3)**

Some attention to Freud's *Civilization and its Discontents*, and to Marx and Habermas, but chiefly a close consideration of the first and most comprehensive endeavor to scientifically "psychologize" politics, Hobbes' *Leviathon*.

Offered, Fall 1974

Thomos J. Blokeley

Robert K. Foulkner

**Pl 950 Social Phenomenology (S; 3)**

A critical examination of the notion of sociality in Husserl, Shutz, Heidegger and Sartre. Considerable attention will be given to the encounter between phenomenology and Marxism.

Offered, Spring 1975

Dovid M. Rosmussen

**Pl 955 Philosophy of History (F; 3)**

The course will analyze the major philosophers of history including Vico, Hegel, Marx, Collingwood, Toynbee and Heidegger. Special emphasis will be given to the methods and purposes of historical inquiry.

Offered, Fall 1974

Joseph F. Flonogon, S.J.

**Pl 965 Ethical Theory (F; 3)**

A critical examination of the ethical theories of Plato, Aristotle, Augustine, Aquinas, Kant and Scheler.

Joseph F. Flonogon, S.J.

**Pl 968 Philosophy of Science (S; 3)**

The central problem considered is the nature of scientific explanation. Topics to be treated are: historical survey of the theory of scientific explanation, induction in empirical laws, deductive patterns of explanation and the cognitive status of theory.

Joseph F. Flonogon, S.J.

**Pl 970 Logic and World (F; 3)**

Kant, Husserl, and the early Wittgenstein saw in logic the 'key' to an insight into the essential structure of the world. Their appeal to logic as mirror of the world will be examined in some detail, then an over-all critique will undertake to evaluate the feasibility of a transcendental logic.

Richard T. Murphy

**Pl 971 Mathematical Logic (S; 3)**

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem.

Offered, Spring 1975

Wolter J. Feeney, S.J.

**Pl 972 Foundations of Mathematics (F; 3)**

Prerequisite: an introductory course in mathematical logic or the consent of the instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Offered, Fall 1974

Wolter J. Feeney, S.J.

**Pl 973 Problems in Metaphysics (S; 3)**

An examination of contemporary positions on Existence and Being in the light of the history of metaphysics in Western Philosophy.

Offered, Spring 1975

Normon J. Wells

**Pl 975 Logic and the Contemporary Search for a Method (F; 3)**

Almost all contemporary philosophic schools and trends are involved in some form or another of search for a method. This course will discuss the interesting parallels between such searches by Sartre, Habermas, hermeneuticists, Marxist-Leninists, etc. How do these stand up under the acid test of Aristotle's distinction between logical thought and sophistry?

Offered, Fall 1974

Thomos J. Blokeley

**Pl 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.



## Physics (Ph)

An asterisk (\*) after a course title indicates that the course carries a laboratory fee. Any physics course may be elected on a Pass/Fail basis in accordance with the regulations stipulated by the College and by the student's major department. The student declares how he wishes to be graded (pass/fail or letter grade) at the beginning of the semester. A dagger (†) after a course number or title indicates the course is a one-credit mini-course, lasting about five weeks; these are brief courses on specific topics of interest. Any three mini-courses may be used to fulfill one semester of the College science core requirement. However, one-credit laboratory courses (including Ph 207-208) may not be used to fulfill core requirements in this way. Prerequisites stipulated for any course may be waived by permission of the physics department chairman.

### I. General Offerings

#### Ph 118 Physical Principles in Medical Technology and in the Delivery of Health Care (F, S; 3, 3)

An examination of physical principles of instrumentation and practices commonly employed in medicine, such as fluid pumps, suction and drainage, temperature measurements, display instruments including graphic recorders and cathode ray tubes, electrocardiography and pacemakers, X-ray and nuclear radiation. This course is open to upperclassmen specializing in Nursing and Pre-Medical programs, and to freshmen honor students in the School of Nursing.

Joseph H. Chen

#### Ph 141-142 Techno-Scientific Perspectives I, II (F, S; 3, 3)

A core science course primarily for nonscience majors involving a multidisciplinary viewpoint that crosses and recrosses the interface between technology and society. The unifying concepts revolve about energy — its forms, its sources, its availability, and its utilization. Emphasis is on the processes of science and how they relate to man and his environment. The current status of our ecological problems and the degree of their criticality will be examined in detail. There are no mathematics prerequisites.

Two lectures and one seminar per week. George J. Goldsmith

#### Ph 145 Physics: Principles for Behavioral Sciences (F, S; 3, 3)

The physical concepts presented in this course will be those most useful to the behavioral scientist. Topics include: principles of electricity, acoustics, and optics; energy; response characteristics of the human senses; electrical circuits and an introduction to electronics; time lag in perceiving light and sound; dimensionality of perception; techniques of data analysis; testing with significance; psychological effects from environmental changes (e.g., weightlessness). The overall unity to the course will provide the student with perspective on the historical development of physics in contrast to other disciplines. No mathematics prerequisite. Two lectures and one two-hour laboratory (Ph 147) per week.

Robert L. Carovillano

Robert H. Eather

#### Ph 151-152 General Physics I, II (Non-Calculus) (F, S; 3, 3)

An introduction to classical and modern physics, the main emphasis being on fundamental principles. Recommended laboratory (optional): Ph 101-102.

John F. Fitzgerald, S.J.

#### Ph 163 Introduction to the Principles and Techniques of Photography\* (F, S; 3, 3)

This course is designed to provide students in the arts, sciences and humanities with a working knowledge of photographic techniques and of the use of photography as a medium for artistic expression. It covers the techniques for utilization of common photographic equipment and materials as well as photography's historical origins and physical fundamentals. Practical experience in darkroom procedures and in the utilization of various types of photographic apparatus is provided through laboratory exercises. No previous background in science or math is required. Enrollment limited to 20 students. Two lectures and one laboratory period per week. Lab fee: \$50.00.

George J. Goldsmith

Francis McCaffrey

#### Ph 181-182 Physics for the Curious I, II (F, S; 3, 3)

This course is designed to introduce the non-technically oriented student to physics. The unity and scope of scientific laws will be developed with historical perspective and minimum reliance on mathematics. Areas of study will include the microcosm of atoms and particles; planetary motion and the structure of the solar system; and the super macrocosm of stellar media, quasars, pulsars, and cosmology. Connectives between physics and philosophy, science and society, and generally science and man will be broached. No mathematics prerequisite. Recommended laboratory (optional): Ph 101-102

Baldassare Di Bartolo

#### Ph 185-186 Space and Astrophysical Concepts I, II (F, S; 3, 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system; physics of the sun and planets; space discoveries; creation and structure of stars and galaxies; relativity and cosmology; extraterrestrial life; astronomical concepts. No mathematics prerequisite.

Gabor Kalman

#### Ph 191<sup>+</sup> Discoveries in Space<sup>+</sup> (F; 1)

In the past decade revolutionary discoveries have been made regarding the sun, moon, stars and galaxies. The essence of these discoveries will be discussed and cosmological implications probed. Topics will include: the origin of the moon and planets; pulsars and quasars; thermonuclear explosions and star formation; space exploration. Three hours per week for five weeks. No prerequisites.

Robert L. Carovillano

#### Ph 192<sup>+</sup> The Greek View of Nature<sup>+</sup> (S; 1)

A survey of the origins and foundations of the Western spirit of natural philosophy. The pre-Socratic monists and pluralists; the problem of permanence and change, the one and the many. The syntheses of Plato and Aristotle. Fragmentation of the sciences; Hellenistic and Alexandrian science through Ptolemy. Three hours per week for five weeks. No mathematics or other prerequisites.

Rein A. Uritam

#### Ph 193<sup>+</sup> Concepts of Einstein's Relativity<sup>+</sup> (F; 1)

The empirical facts supporting Einstein's theories of relativity will be discussed and their implications on the nature of space and time contrasted with intuitive notions. There will be little mathematics used in the course beyond simple algebraic manipulations. Paradoxes and cosmological implications of relativity will be explored. Three hours per week for five weeks.

Jack Jaffe

#### Ph 194<sup>+</sup> Physical Science in the Middle Ages<sup>+</sup> (S; 1)

A survey of the rich tradition of science before 1500. Medieval Arab science. The rediscovery of classical Greek science. The ascendance and influence of Aristotle. Scholastic science; Roger Bacon, Oresme, Buridan, Nicholas of Cusa. Precursors of modern science; medieval mechanics, impetus theory. Three hours per week for five weeks. No mathematics or other prerequisites.

Rein A. Uritam

#### Ph 196<sup>+</sup> Science and Civilization in China<sup>+</sup> (S; 1)

A survey of the development of a view toward natural phenomena in a non-western civilization. The course will cover major aspects of Chinese science, and its relation to Chinese civilization generally, in the classic historical periods, from the Chou, through the Han, Tang, and Sung dynasties, up to current developments in the People's Republic. Comparisons will be made with western science and thought. Three hours per week for five weeks. No mathematics or other prerequisites.

Rein A. Uritam

#### Ph 197<sup>+</sup> Causality and the Microscopic World<sup>+</sup> (F; 1)

This course deals with the conceptual basis of the microscopic physical laws that describe properties of atoms and light. The wave theory of particles will be introduced and the paradoxical wave-particle dualism developed. The role and nature of causality and determinism in quantum laws and predictions will be treated. Three hours per week for five weeks. No mathematics prerequisite.

Solomon L. Schwebel

#### Ph 198<sup>+</sup> Introduction to Information Theory<sup>+</sup> (S; 1)

Prerequisite: Mt 100-101.

Introduction to the quantitative study of communication processes.



How to define the quantity of information contained in a message. Sources of information and communication channels. The effect of the noise of a channel on the information carried by a message, coding and decoding of information for transmission over noisy channels. Three hours per week for five weeks.

Baldassare Di Bartolo

**Ph 202<sup>+</sup> Introduction to Computer Usage<sup>+</sup> (F, S; 1, 1)**

Prerequisite: one year of college mathematics.

This course is intended to provide the student with the fundamental knowledge necessary for computer-oriented methods of solving basic problems. The first part of the course will deal with basic principles, such as flow-charting and the fundamental grammar of the programming language. In the second part problems will be worked out and explained carefully and systematically. The computer language used will be BASIC, and teletyping will be done on a terminal keyboard. Three hours per week for five weeks.

Shu-Tim Lai

**Ph 207<sup>+</sup>-208<sup>+</sup> Electronics for the Uninitiated I<sup>+</sup>, II<sup>+</sup> (F, S; 1, 1)\***

This course is intended for non-science students who are interested in acquiring some knowledge of principles of operation of electric and electronic devices commonly encountered. Without going into theoretical analysis, the basics of household electricity and such electronic devices as radio, television, etc. will be discussed. In the laboratory the students will be encouraged to construct and evaluate simple electronic circuits. Two lecture-laboratory periods per week for five weeks. No prerequisites. (Ph 207 offered both semesters.) Lab fee: \$25.00

Francis A. Liuima, S.J.

**Ph 209<sup>+</sup>-210<sup>+</sup> Introduction to Electronics I<sup>+</sup>, II<sup>+</sup> (F, F; 1, 1)\***

Prerequisite: one year of physics and calculus.

Basic circuit theory. Vacuum tubes and solid state devices. Rectifiers and amplifiers. Amplifier circuit analysis. Principle of feed back and oscillators. Modulators and detectors. Electronic instruments and measurements. Class instruction material will be applied in the laboratory which will also serve as introduction to basic practical construction techniques. Two lecture-laboratory periods per week for five weeks. Lab fee: \$25.00.

Francis A. Liuima, S.J.

**Ph 211-212 Introduction to Physics I, II (Calculus) (F, S; 3, 3)**

Prerequisite: Mt 100-101 (may be taken concurrently).

First semester: A thorough introduction to the principles and applications of classical mechanics, with use of the calculus; introductory thermodynamics and kinetic theory of gases. Second semester: A study of the principles and applications of electricity and magnetism and quantum physics, with use of the calculus; a selection of topics from optics and the electromagnetic theory of light. Three lectures and one scheduled recitation hour per week. Recommended laboratory (optional): Ph 203-204. (Ph 211 offered both semesters.)

Robert L. Becker,

John H. Kinnier, S.J., Francis A. Liuima, S.J.,

Francis McCaffrey, Frederick E. White

**Ph 267 Science and Western Civilization: the Changing World View (F; 3)**

An introductory course that examines ways in which man, throughout history, has tried to understand and explain natural phenomena. The history of science will be covered, including topics such as Aristotle, the experimental method, the Enlightenment, the Industrial Revolution, evolution, the atomic age, the space age. Emphasis will also be placed on topics such as philosophic problems of science, the effects of science on society, science as a creative art, the abuses of science, the ability of science of today to deal with the problems of pollution, malnutrition, disease, alienation in industrial urban life. No mathematics prerequisite.

Solomon L. Schwebel

**Ph 278 The Art of the Scientist: A Quest for Understanding the Physical Universe (S; 3)**

The nature of physical theories, their philosophical foundations, and their evolution will be the major themes of this course. The basic concepts of Classical Mechanics, Field Theory, Relativity Theory, and Quantum Mechanics will be presented and developed as needed. The same will be true of the mathematical and philosophical aspects of the subject. The emphasis of the course will

be on the art of the sciences rather than on their techniques. No specialized knowledge will be required to understand the course, which is open to all interested students.

Solomon L. Schwebel

**Ph 281 War, Peace, and Science in the Atomic Age (F; 3)**

A course that examines the interaction between science and technology and war and peace in the years since the 1930's. The development of the atomic bomb is discussed as the beginning of a new role of science in world affairs. An examination of the atomic era since 1945 will include topics such as: the effects of the bomb in current life and thought, the cold war and the arms race, channeling of science by the military, new weapons technology, strategic thinking. The last part of the course considers counter-military trends, disarmament, the peace movement, new social responsibility of science, the valid roles of science.

Rein A. Uritam

**Ph 288 Science and Theology (F; 3)**

A study of the interrelationships existing between man and nature and God and nature, as conceived by the scientist and by the theologian. Scientific theories of the origin and continuing existence of the universe will be related to the nature and action of a Supreme Being on a material world. Coordination of physical and theological concepts will be achieved through the use of elementary logical and metaphysical principles.

John H. Kinnier, S.J.

## II. Laboratory Offerings

**Ph 101-102 Introductory Physics Laboratory I<sup>\*</sup>, II<sup>\*</sup> (F, S; 1, 1)**

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. Lab fee: \$25.00.

Francis McCaffrey

**Ph 203-204 Introductory Physics Laboratory III<sup>\*</sup>, IV<sup>\*</sup> (F, S; 1, 1)**

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. (Ph 203 offered both semesters.) Lab fee: \$25.00.

John H. Kinnier, S.J.

Francis A. Liuima, S.J.

**Ph 205-206 Introductory Physics Laboratory V<sup>\*</sup>, VI<sup>\*</sup> (F, S; 1, 1)**

A laboratory course which emphasizes quantitative analysis of experiments. Topics are taken primarily from fields of classical physics. One two-hour laboratory period per week. Lab fee: \$25.00.

John H. Kinnier, S.J.

Francis A. Liuima, S.J.

**Ph 405-406 Physics Laboratory I<sup>\*</sup>, II<sup>\*</sup> (F, S; 1, 1)**

Selected experiments in atomic, nuclear and solid state physics, electronics, and spectroscopy designed to familiarize the student with experimental methods. Primarily for physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00.

George J. Goldsmith

John H. Kinnier, S.J.

**Ph 505-506 Experimental Physics I<sup>\*</sup>, II<sup>\*</sup> (F, S; 1, 1)**

A continuation of Ph 406 with emphasis on contemporary physics problems. Primarily for senior physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00.

George J. Goldsmith

John H. Kinnier, S.J.

## Primarily For Majors

**Ph 301 Classical Physics I (F; 4)**

Classical mechanics, relativity, and kinetic theory at the intermediate level. Statics and dynamics of a rigid body in a plane. Motion in a central field. Accelerated reference frames. Rigid body in three dimensions; the top. Small oscillations, normal coordinates. Wave motion. Generalized coordinates; Lagrange's and Hamilton's equations.

Rein A. Uritam

**Ph 302 Classical Physics II (S; 4)**

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electro-



# 154 / Description of Courses

## PHYSICS

magnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation. Francis A. Liuimo, S.J.

### Ph 311 Modern Physics I

Thermal properties of matter. The Bohr atom; particles and waves. Schrödinger's wave mechanics; application to simple potentials. The one-electron atom. To be offered 1974-75.

### Ph 312 Modern Physics II

Multielectron atoms; identical particles; the periodic table. Interaction with static external fields. Atomic spectra; electromagnetic transition; lifetimes. X-rays. Molecular spectra. Nuclear Physics. To be offered 1974-75.

### Ph 321 Analytical Methods of Physics (F; 3)

This course is coordinated with Ph 301 and Ph 311 to develop insights and techniques to formulate a problem physically and to solve it analytically. Mathematical methods and tools will be used to clarify physical and geometrical concepts. Robert L. Becker

### Ph 382 Modern Optics

An introduction to recent developments in this field; coherence theory, lasers, holography; optics of solids, optical information processing. Not offered 1973-74.

### Ph 388 Acoustics

Vibration of strings, bars, membranes, and plates; plane and spherical waves; transmission between media; resonators and filters; absorption in fluids, apparatus: loudspeakers, microphones, ultrasonic and sonar transducers; speech, hearing, and noise; architectural and underwater acoustics. Not offered 1973-74.

### Ph 485 Statistical Physics (F; 4)

Laws and statistical basis of thermodynamics; kinetic theory of dilute gases; strongly interacting particles; classical and quantum statistics; selected applications. Four lectures per week. Robert L. Becker

### Ph 525 Introduction to Solid State Physics (S; 3)

Prerequisite: Mt 100-101; one year of physics. A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids. Physical characterization of materials with their geological implication. Extension of contents to electrical conduction mechanisms in organic and biological systems. Open to all science majors. Joseph H. Chen

### Ph 530 Nuclei and Particles

Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries. Not offered 1973-74.

### Ph 535-536 Projects in Experimental Physics I\*, II\* (F, S; 3, 3)

Prerequisite: permission of Chairman. Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. One lecture and two laboratory periods per week. Lab fee: \$50.00. The Department

### Ph 560<sup>+</sup> Pulsars and Quasars: New Vistas in Astronomy<sup>+</sup> (F; 1)

The last decade produced a series of dramatic discoveries in Astronomy. This course will discuss in qualitative terms what we know about the newly discovered objects, and what they reveal about the nature and fate of our Universe. Three hours per week for five weeks. Gobor Kolmon

### Ph 562<sup>+</sup> Spectra of Atoms and Molecules<sup>+</sup> (F; 1)

The color, opacity and reflectivity of solids, liquids and gases are consequences of their atomic properties. These properties can be studied by investigating the spectra of these systems. Spectra can also be used to identify a particular system. This course will present fundamental concepts and relate spectra to the different types of motion of electrons and nuclei in atoms and molecules. Three hours per week for five weeks. Hsiu-Li Chen

### Ph 599 Readings and Research in Physics (F, S; credits by arrangement)

By arrangement

The Department

### Ph 620 Physics of the Earth's Interior (S; 3)

Prerequisites: one course in solid state physics and one course in geology.

Survey of the interior of the earth, constitution, structure and phase changes, thermal regime, elasticity and equation-of-state, electrical conductivity as revealed by physical measurements on the surface and laboratory samples. Discuss results of regional and global seismology, heat flow, earth gravity, and magnetism, etc. Offered simultaneously with Ph 820. Doe-Hyun Chung

## Graduate Courses

### Ph 700 Physics Colloquium (F, S; no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

### Ph 707-708 Physics Graduate Seminar I, II (F, S; 1, 1)

Discussion of special problems and current literature. Credit may be obtained only by regular participation in the discussions.

Jock Jaffe (Ph 707)

Solomon L. Schwebel (Ph 708)

### Ph 711 Classical Mechanics (F; 3)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. Jack Joffe

### Ph 721 Statistical Physics I (S; 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena. Solomon L. Schwebel

### Ph 722 Statistical Physics II (F; 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications. Solomon L. Schwebel

### Ph 732 Electromagnetic Theory I (S; 3)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields. Jock Joffe

### Ph 733 Electromagnetic Theory II (F; 3)

Radiation theory; retarded potentials; scattering; multipole classification of fields and sources; moving media; Lienard-Wiechert potentials; covariant electrodynamics. Jock Joffe

### Ph 741 Quantum Mechanics I (F; 3)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. Boldassare Di Bortolo

### Ph 742 Quantum Mechanics II (S; 3)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. Rein A. Uritom

### Ph 754<sup>+</sup> Theoretical and Experimental Gravitation<sup>+</sup> (S; 1)

A thorough study of the currently viable theories of gravitation, most notably Einstein's General Theory of Relativity. The physical basis of the various theories will be stressed, in order to insure a genuine understanding of the elegant concepts involved. In addition, a complete survey will be given of all the past and present significant experimental work in the field. Three hours per week for five weeks. Jock Joffe

### Ph 756<sup>+</sup> Non-Linear Wave Phenomena<sup>+</sup> (F; 1)

Topics will include: a) mathematics of non-linear processes, non-linear mechanics; b) large amplitude waves, wave breaking, shock wave formation; c) non-linear saturation of linear instabilities.



Physical application from the fields of fluids, plasma waves, and other appropriate areas will be included. Three hours per week for five weeks.  
Prodip M. Bokshi

**Ph 799 Readings and Research in Physics (F, S; credits by arrangement)**  
By arrangement The Department

**Ph 801 Physics Thesis Research (F, S; 3, 3)**  
A research problem of an original and investigative nature.  
By arrangement The Department

**Ph 802 Physics Thesis Direction (F, S; 0, 0)**  
A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.  
By arrangement The Department

**Ph 820 Solid State Geophysics I (S; 3)**  
Prerequisite: Ph 525 or the equivalent.  
The ability to transform geophysical field observations into information regarding composition, physical state, temperature, and pressure in the earth's interior requires extensive laboratory studies on natural and synthetic materials at conditions of high temperature and pressure. The course provides a study program of modern theories and practices of solid-state science as applied to various topics in physical mineralogy and petrology. Topics include lattice dynamics, thermal properties, phase changes, mechanics of material failure, creep, diffusion, magnetism, piezoelectricity, etc. Offered simultaneously with Ph 620.  
Doe-Hyun Chung

**Ph 835 Mathematical Physics I (F; 3)**  
Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.  
Prodip M. Bokshi

**Ph 836 Mathematical Physics II (S; 3)**  
Green's functions, complex variables, linear operator theory and other topics.  
Prodip M. Bokshi

**Ph 847 Solid State Physics (F; 3)**  
Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity. Joseph H. Chen

**Ph 850 History and Philosophy of Science**  
A graduate level course that emphasizes the relationship between experimental and theoretical physics and broader questions in philosophy and civilization generally. The first part will be primarily an historical survey of the development of scientific thought in its wider setting. The second part discusses current problems in science that have a philosophical impact, especially in the areas of quantum mechanics, relativity, and cosmology.  
Not offered 1973-74. Rein A. Vritom

**Ph 860 Plasma Physics (F; 3)**  
Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfven waves; selected applications of astrophysical and geophysical importance.  
Gobor Kolmon

**Ph 870 Space Physics**  
A selection of current research topics in space physics such as the theory of the solar wind, interactions of the solar wind with the magnetosphere, and hydromagnetic wave propagation in a dipole ionized plasma.  
Not offered 1973-74. Robert L. Corovillono

**Ph 930 Advanced Topics in Solid State Physics**  
Prerequisite: Ph 847 or the equivalent.  
The topics studied depend upon the interests of the students.  
Not offered 1973-74.

**Ph 950 Group Theory (S; 3)**  
Basic concepts; point symmetry groups; continuous groups; selected applications in quantum and elementary particle theory.  
Boldossore Di Bortolo  
Prodip M. Bokshi

**Ph 965 Advanced Plasma, Kinetic Theory**  
The course discusses plasma response functions (both linear and non-linear), their interrelations and usefulness, and the methods employed in their derivations. Special attention is given to the understanding of plasma kinetic equations and their implications. Linear plasma response functions. Non-linear plasma response functions, parametric effects. Kinetic equations. Equilibrium and non-equilibrium correlations functions. Fluctuation-dissipation theorem. Dressed particles. Scattering of electromagnetic waves on plasmas. High frequency resistivity. Dense plasmas.  
Not offered 1973-74. G. Kolmon

**Ph 970 Quantum Mechanics III**  
Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.  
Not offered 1973-74.

**Ph 975 Many Body Physics**  
This course is intended to provide an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods appropriate for different physical situations. Noninteracting FERMI and BOSE systems. BOSE condensation. HARTREE and HARTREE-FOCK approximation. The electron gas. Normal and ferro-magnetic state. Correlation energy. WIGNER lattice. Hard core interaction. Nuclear matter. Superconducting state. The COOPER-phenomenon. BOSE systems. Superfluidity. GREEN function method. Diagram technique. DYSON equations. Response functions, structure function. High density many body systems.  
Not offered 1973-74. G. Kolmon

**Ph 980 Elementary Particle Physics**  
Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, dispersion relations, field theory and recent developments.  
Not offered 1973-1974.

**Ph 990 Topics in Physics (3)**  
Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department.  
The Department

**Ph 992 Advanced Topics in Mathematical Physics**  
Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.  
Not offered 1973-74.

**Ph 995 Tutorial in Physics (S; 2)**  
This course is aimed at providing a format where a "comprehensive" view of Physics can be developed by the students through their own efforts, with the help of faculty observations and suggestions. The depth of coverage of the material would be at the level of preparation expected from a candidate for the comprehensive examinations.  
The Department

**Ph 999 Physics Doctoral Continuation**  
All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates must enroll each semester.



## Political Science (Po)

### Introductory Courses

#### Po 021-022 American Government (F, S; 3, 3)

This course is an extended treatment of the essentials of American Government (national, state, local), and of selected policy issues. Not open to those who have taken Po 031-032 except with departmental permission. Counts toward core requirement.

Francis E. Devine,  
The Department

#### Po 031-032 Fundamental Concepts of Political Science (F, S; 3, 3)

This course introduces the student to the analysis of governmental systems. For non-majors. Counts toward core requirement.

Robert K. Woetzel

#### Po 041-042 Fundamental Concepts of Political Science (F, S; 3, 3)

This course is similar in many respects to Political Science 031-032. Its subject matter is identical; its treatment is oriented toward majors. For majors only. Counts toward core requirement.

Christopher J. Bruell  
Penny Feldman  
Edward S. Milenky  
Marvin Rintala  
Charles J. Serns

#### Po 061 Perspectives on American Democracy: The Organization Of Power (F; 3)

Po 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. Po 061 analyzes the American political system with particular attention to how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Central framework for analysis is provided by the "pluralist" interpretation of American democracy advanced by such writers as Robert A. Dahl, together with the major criticisms of that approach (e.g., elite theory, participatory democracy, etc.). Stress is on those aspects of the system that make it work the way it does, and on the moral pro's and con's of both process and results. Counts toward core requirement. David R. Manwaring

#### Po 062 Perspectives on American Democracy: Major Issues of Public Policy (S; 3)

Public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services) will be surveyed. Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. For non-majors. Counts toward core requirement.

Gary P. Brazier

### Special Undergraduate Courses

#### Un 201 Urban Affairs Symposium (S; 3)

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

Penny Feldman  
Martin Lowenthal  
Robert Wallace  
Allen Wakstein

#### Po 281 or 282 Individual Research in Political Science (F or S; 3, 3)

One semester of research under the supervision of a member of the department and culminating in a long paper or some equivalent. The permission of teacher desired must be solicited.

The Department

#### Po 285 or 286 Internship Program in Political Science (F or S; 6, 6)

Practical experience working at high levels of state and city government. Selection by competition each semester. (No letter grade given except by special arrangement).

The Department

#### Po 291-292 Senior Honors Program in Political Science (F, S; 3, 3)

A year of individual research, culminating in a thesis. For selected seniors. Time to be arranged jointly by each student and his advisor.

The Department

### American Politics

#### Po 302 American National Government (S; 3)

A course covering the essentials of American national government and politics, including the Presidency, Congress, Supreme Court and political parties. Intensive core course; not open to freshmen.

Robert Scigliano

#### Po 304 The American Presidency (S; 3)

An analysis of the powers and prerogatives of the modern Presidency. Attention will be given to the impact of various Presidents upon the development of the Presidential Office. Trends in nominating and electoral politics will also be examined.

Robert Scigliano

#### Po 305 State and Local Government (F; 3)

Analysis of state constitutions; legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Offered 1974-75

Gary P. Brazier

#### Po 307 The American Party System (F; 3)

This course presents a detailed analysis of the nature and functioning of American political parties and also examines pressure group politics in the United States.

The Department

#### Po 309 The Legislative Process (F; 3)

The study of the policy making process in American legislatures. The function of representation in our political system will be examined and attention given to the interaction of legislative bodies with interest groups, political parties and the Executive. While the course will focus on the U. S. Congress, comparative research material on state legislatures will also be utilized.

Charles J. Serns

#### Po 311 Urban Politics (F; 3)

Analysis of political institutions, policy-making and administration of public programs in the major American cities, and of how city political systems have responded to the "urban crisis."

Penny Feldman

#### Po 312 Democracy and Social Change: Domestic Programs of the Federal Government (S; 3)

A study of the role of the federal government in promoting social change, focusing on welfare and poverty programs since the Great Depression.

Penny Feldman

#### Po 313-314 American Constitutional Law (F, S; 3, 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on such topics as judicial review, federalism, the national commerce power, due process of law, and civil liberties.

Offered 1974-75

David R. Manwaring

#### Po 319 National Security Policy (F; 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the



military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hofner

**Po 320 Legal Process (S; 3)**

By concentrating on specific legal problems, the course attempts to convey some insight into the nature of legal reasoning and the methods of legal development. Particular attention will be given to the role of the courts in initiating, directing and resisting social change. Materials will be drawn from both private and public law.

Charles J. Serns

**Po 323 Debates on Civil Liberties (F; 3)**

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive core course; not open to freshmen.

Dovid Lowenthal

Dovid R. Monworing

**Po 325 Intergovernmental Relations (F; 3)**

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Gory P. Brozier

**Po 327 Politics and Policies in Metropolitan Areas (F; 3)**

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Gory P. Brozier

**Po 329 American Political Ideas and Institutions (F; 3)**

A study of the best interpretations (including defenses and critiques) of the American political system from its inception to the present, comparing the interpretations with institutional realities, and tracing their impact. Readings will be drawn from Jefferson, Lincoln, The Federalist Papers, Tocqueville, Bagehot, Woodrow Wilson, James McGregor Burns, and other recent authors.

Robert Sciglione

**Po 350 (Seminar) Politics of the University (S; 3)**

A study of the internal processes of decision-making of the university and their impact on the relationship of the university to its political environment.

Offered 1974-75

Penny Feldman

**Po 352 Religion, the Courts and Congress: Law and Politics (S; 3)**

An examination of the relationship between church and state in America. Those students wishing to enroll in this course should see the instructor before registering.

Charles J. Serns

## Comparative Politics

**Po 405-406 Comparative European Politics (F, S; 3, 3)**

A comparative analysis of political thought, action, and organization in the United Kingdom, France, Germany, Sweden, and Switzerland.

Morvin Rintolo

**Po 408 The Government and Politics of East Central Europe (S; 3)**

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

Peter S. H. Tong

**Po 409 Soviet Political Institutions (F; 3)**

This course traces the history of the Soviet state through its phases under Lenin, Stalin, and Khrushchev. The contemporary Soviet political system will be analyzed, stressing the role of the Communist Party and the problem of totalitarianism. Considerable atten-

tion will be devoted to the problems of revolution, political construction, legitimacy in a modern industrial polity.

Donald S. Corlisle

**Po 411 Government and Politics of China (F; 3)**

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tong

**Po 412 Comparative Urban Politics (S; 3)**

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Gory P. Brozier

**Po 413 Political Development and Modernization (F; 3)**

The study of the growth and decay of political systems, problems of modernization, and political responses to the requirements of economic and social development. Focus will be on the Third World, but with reference to European and North American patterns of modernization. The course will be oriented around such problems as political participation, nation-building, cultural change, the management of resources, and strategies of change, as manifested in the experience and contemporary situations of particular countries.

Offered 1974-75

Edward S. Milenky

**Po 416 Politics and Literature: The Russian Experience (S; 3)**

This course will deal with the role of the intellectual, especially the writer, in Russian history. The interaction of Russian culture and Russian politics will be stressed. Muscovy, the Tsarist and Soviet periods will be examined. Major focus in the course will be in the emergence and transformation, as well as the dilemmas, of the Russian intelligentsia as reflected in literature and the arts. Some of the individuals who will be dealt with are: Bakunin, Dostoevsky, Tolstoy, Gorky, Trotsky, Zamiatin, Eisenstein, Pasternak and Solzhenitsyn.

Donald S. Corlisle

**Po 418 Government and Politics of Latin America (S; 3)**

This course will survey and analyze contemporary issues, groups, institutions, and ideologies in Latin America as a political and cultural region. It will be concerned with the pattern of politics in Latin America. A topical survey will be combined with an in-depth analysis of particular countries presented as a typology of attempted solutions to the problems of order, social justice, and economic well-being. For 1974 these countries will be Colombia, Cuba, Mexico, and Brazil. Briefer studies will be made of other countries. The methods of Comparative Politics as a field of inquiry within Political Science will be introduced and applied.

Edward S. Milenky

**Po 422 Crisis Politics: Violence, Revolution and War (S; 3)**

This course first explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. It will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience, the Spanish Civil War, the Arab-Israeli conflict and "total war" in the twentieth century. Attention will also be given to recent examples of war and revolution and to violence in America. Intensive core course; not open to freshmen.

Donald S. Corlisle

**Po 451 Problems of Political Development: Latin America (F; 3)**

This seminar will allow the student to combine a study of the literature of Political Development with consideration of substantive issues in the field as they apply to the problems of particular Latin American countries and Latin America as a political and cultural region. In an effort to construct and explore a typology of problems and levels of development, attention will be focused on Argentina, Bolivia and Chile, with some attention to Uruguay and Paraguay.

Edward S. Milenky

**Po 462 Parties and Party Systems (S; 3)**

An attempt to define the concepts of party and of party system and to differentiate among different types of parties and of party systems in selected modern political systems in Western Europe. Juniors and Seniors only in this seminar.

Morvin Rintolo



## International Politics

### Po 502 International Relations (S; 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. *Donold L. Hofner*

### Po 503 International Politics of Europe: World War II to the Present (F; 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division. *Donold L. Hofner*

### Po 505 American Foreign Policy (F; 3)

An examination of major patterns of United States foreign policy, with emphasis on the twentieth century. Contemporary problems of foreign policy, e.g., Cuba, Berlin, and Vietnam, will be treated in the context of international affairs, with special reference to area factors, and the relation of the United States to international organization. *Robert K. Woetzel*

### Po 506 Soviet Foreign Policy (S; 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries, (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered. *Donold S. Carlisle*

### Po 507 International Communist Movement (F; 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement. *Peter S. H. Tong*

### Po 508 Sino-Soviet Relations (S; 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world. *Peter S. H. Tong*

### Po 509 International Organization (F; 3)

The study of the search for peace, world order and welfare. International organizations will be studied as independent actors in world affairs; as processes for institutionalizing relations among states, subnational and transnational groups; and as means through which a nascent international community pursues common objectives. Topics include the United Nations, regional integration, regional organizations, functional organizations and issues of current importance such as the eco-crisis, the demands of the Third World, the superpowers and world organization. *Edward S. Milenky*

### Po 510 Comparative Foreign Policies (S; 3)

An examination of the foreign policies of major powers of the mid-twentieth century, including Britain, France, the USSR, and Communist China, on problems of relevance to the United States, e.g., European security, peace in the Far East, and the development of less industrialized countries. Special reference will be made to the policies of the developing nations as they affect the peace and security of the world. *Robert K. Woetzel*

### Po 551 International Politics and Law (F; 3)

This seminar is designed to acquaint students with fundamentals of international politics and law. It consists of basic readings in these fields including works on International Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. A term project is part of class discussions and affords opportunity for guided research. *Robert K. Woetzel*

## Political Theory

### Po 602 Shakespeare's Understanding of Political Life (S; 3)

A study of those plays of the greatest modern poet dealing particularly with political matters, such as: Coriolanus, Julius Caesar, Antony and Cleopatra, The Merchant of Venice, Henry V, Macbeth, King Lear, Measure for Measure, and The Tempest. The course will concentrate on a careful reading and explanation of the texts in an effort to discover the deepest problems of politics as Shakespeare saw them. Intensive core course; not open to freshmen. *Dovid Lowenthal*

### Po 605 Fundamentals of Classical Political Theory (F; 3)

Po 605 and 606 are intended to provide the student with a broad philosophical and historical introduction to the study of political theory, though either can be taken separately. This course examines the origin of political philosophy as an effort to gain independent knowledge of human affairs and to supply men with principles of moral and political conduct. It concentrates on the questions raised by Socrates, Plato (in *The Republic*) and Aristotle (in his *Politics*), and clarifies their meaning in the light of the problem of human choice today. A discussion section will be run for graduate students. *Christopher J. Bruell*

### Po 606 Foundations of Modern Society (S; 3)

An introductory consideration of the leading theories of justice, the state, and society since Machiavelli. Readings will be drawn from the treatises, plays, and novels of Machiavelli, Hobbes, Locke, Rousseau, Burke, Hegel, Marx, Mill and Nietzsche, with special attention to the origins of modern ideologies and regimes. *Robert K. Foulkner*

### Po 609 American Political and Social Thought (F; 3)

A study of selected political and social views most influential in the American Republic at its inception, during its development and now, with the object of clarifying characteristic ideals, institutions, classes and problems. Readings will be drawn from such figures as Thomas Jefferson, Franklin D. Roosevelt, Lincoln, Madison, Wilson, Buckley, Mills and such black leaders as Frederick Douglass, Booker T. Washington, W. E. B. DuBois and Malcolm X. A discussion section will be run for graduate students. Intensive core course; not open to freshmen. *Robert K. Foulkner*

### Po 611 Nature and Politics (F; 3)

The course will examine the relationship between nature and politics in several types of philosophies. Positions to be considered will be drawn from among: the natural right of Aristotle, the natural law of the Stoics or Aquinas, the natural rights of Locke, the romanticism of Rousseau, the historicism of Emerson or Sumner, and the positivism of Comte. *Francis E. Devine*

### Po 612 The Political Philosophy of Plato (S; 3)

A study of some of the smaller political dialogues in an effort to determine Plato's understanding of human nature and politics. *Christopher J. Bruell*

### Po 614 The Behavioral Study of Politics (S; 3)

An examination of the philosophy, techniques and accomplishments (empirical and theoretical) of the behavioral approach in political science. Junior standing or consent of instructor. *Donold L. Hofner*

### Po 618 The Philosophy of Law (S; 3)

This course will investigate the meaning, purpose, and moral status of law, through a study of works of major political philosophers, and both classic and contemporary works of jurisprudence. Attention will be paid to various schools of legal thought: natural right, natural law, positivism, liberalism, idealism, historicism, and utilitarianism. Readings will be selected from among the works of Aquinas, Aristotle, Austin, Bentham, Devlin, Hart, Hegel, Hobbes, Kant, Kelsen, Locke, Pollock, and Simon. *Francis E. Devine*

### Po 651 Nineteenth Century British Political Thought (F; 3)

This seminar will examine the nineteenth century British political philosophies of Utilitarianism, Liberalism, Idealism, and Historicism. Emphasis will vary with the composition and interests of the class. Required readings will be selected from among the works of Bradley, Bosanquet, Carlyle, Darwin, Hazlitt, Green, Macaulay,



Mill, and Spencer. In addition, individual work may be done on any of a wide range of political thinkers. Open to undergraduates who have had at least one previous course in political theory. Juniors and Seniors only.  
*Francis E. Devine*

**Po 660 The Thought of Mao Tse-Tung (S; 3)**

An analysis of Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations and limitations as well as its application at home and influence abroad. Juniors and Seniors only in this seminar.  
*Peter S. H. Tang*

## American Government

**Po 703 The U.S. Congress (F; 3)**

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.  
Offered 1974-75  
*Gory P. Brozier*

**Po 704 The American Founding (S; 3)**

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders.  
Offered 1974-75  
*Robert Scigliano*

**Po 705 The American Party System (F; 3)**

This course presents a detailed analysis of the nature and functioning of American political parties and also examines pressure group politics in the United States.  
*The Department*

**Po 707 The American Presidency (F; 3)**

An historical and analytic development of the office and powers of the Chief Executive.  
*Robert Scigliano*

**Po 708 Judicial Politics (S; 3)**

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics" — the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.  
Offered 1975-76  
*David R. Manwaring*

**Po 710 The Supreme Court and Civil Liberties (S; 3)**

Research and reports on Supreme Court decisions involving the Bill of Rights.  
Offered 1974-75  
*David R. Manwaring*

**Po 712 Metropolitan Area Government (S; 3)**

An examination of several specific efforts undertaken in the United States and Canada to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.  
*Gary P. Brazier*

## Comparative Politics

**Po 775 Topics in Soviet Politics (F; 3)**

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.  
*Donald S. Carlisle*

**Po 799 Reading and Research (F, S; 3, 3)**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.  
By arrangement  
*The Department*

**Po 801 Thesis Seminar (F, S; 3, 3)**

By arrangement  
*The Department*

**Po 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.  
By arrangement  
*The Department*

## International Politics

**Po 856 Selected Problems in International Politics and Law (S; 3)**

Treats problems of conflict resolution; the role of international law in relation to international organization; and the problem of power in the atomic age. Examines theories of deterrence arms control, and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in a term project on the subject of human rights. Advanced seminar; assumes some previous work in the subject.  
Offered in 1974-75  
*Robert K. Woetzel*

**Po 858 Chinese Foreign Policy (S; 3)**

A study of contemporary Chinese diplomacy with emphasis on the development to date under the Communist regime. An evaluation of the Chinese Communist vital interest, goals, strategies, tactics, and conducts in their relations with other communist countries, the "nonaligned" and emerging nations, the West and, particularly, the United States.  
Offered 1974-75  
*Peter S. H. Tong*

**Po 860 Contemporary International Relations Theory (S; 3)**

An examination of contemporary theoretical perspectives and analytic techniques applied to the relations among nations. Some background in American or European foreign policy or in international relations is recommended.  
*Donald L. Hafner*

## Political Theory

**Po 932 Shakespeare's Politics (S; 3)**

Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Coesar*, *Henry V* and *Richard III* or other plays.  
*David Lowenthal*

**Po 934 The Political Philosophy of Machiavelli (S; 3)**

A close consideration of *The Prince* and the *Discourses*, and of some material from the plays and the *Art of War*. Comparisons with Aristotle's *Ethics* and *Politics* will be encouraged.  
*Robert K. Faulkner*

**Po 935 Modern Politics (F; 3)**

A study of the roots of liberalism, radicalism and conservatism, through the writings of Locke, Rousseau and Burke.  
*Dovid Lowenthol*

**Po 936 The Political Philosophy of Plato (S; 3)**

An examination of Plato's political thought through a careful study of some of the smaller dialogues.  
*Christopher J. Bruell*

**Po 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Psychology (Ps)

### Core Courses

**Ps 030 Techniques of Behavior Control (F, S; 3)**

Review of theory and techniques of human behavior control. Topics include: conditioning and habit control, brainwashing, hypnosis,



# 160 / Description of Courses

## PSYCHOLOGY

biofeedback, lie detection, group dynamics, propaganda, behavior therapy, drugs, and electrical stimulation of the brain.

*Daniel Boer*

### **Ps 032 Behavior in the Human Community (F; 3)**

A lecture course assuming no background in Psychology, this course will approach behavior at the social level and will consider the interaction of individual psychological forces with social and institutional forces.

*Edword Krupot*

### **Ps 040 The Human Personality (S; 3)**

A general introduction to some of the subject matter of Psychology, designed for nonmajors. The course will focus on the forces influencing the development of character and personality.

*John vonFelsinger*

### **Ps 045 Psychological Views of Man (F; 3)**

Investigation of the dominant psychological views of man. Psychoanalytic, Behaviorist, and Existential-Humanist – as they define personality and deviance. An effort will also be made to explore the historical evolution of social conditions which gave rise to each of these schools and to discuss their implications for further social change.

*Romsoy Liem*

### **Ps 050 Idea of Insanity (F, S; 3)**

A lecture course, suitable for persons with no previous background in Psychology. An overview of the widely differing conceptions of emotional disorder in human society; the different notions of causation, from possession by the Devil to possession by the Id; genetic, moral, social and medical views of the phenomenon of disordered behavior and of the appropriate methods of treating such behavior. Historical, literary, sociological, and psychiatric, as well as psychological material will be reviewed.

*Williom Ryon*

## Introductory Courses

### **Ps 073 Introductory Psychology I (F, S; 3)**

This course will cover such areas as learning, experimental psychology, statistics and methodology.

*Peter Groy*

*Dorothy Lekorczyk*

### **Ps 074 Introductory Psychology II (F, S; 3)**

An introduction to psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health.

*Donnoh Conovon*

*Edword Reynolds*

## Electives

### **Ps 101 Personality Theories (F, S; 3)**

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

*Romsoy Liem*

*Edword Reynolds*

*John vonFelsinger*

### **Ps 121 Social Structure and Behavior (F; 3)**

The impact of socioeconomic conditions and cultural factors on individual and group behavior in Western and non-Western societies.

*Ali Bonuozi*

### **Ps 131 Social Psychology (F, S; 3)**

A study of the individual and his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will be emphasized.

*Edword Krupot*

*Donnoh Conovon*

### **Ps 136 Developmental Psychology (F, S; 3)**

General psychological issues as they relate to the developing organism: heredity and environment, effects of maternal deprivation and separation, personality formation and growth, the development of intelligence, and cross-cultural methods of child rearing will be considered.

*Dorothy Lekorczyk*

*Sondro Geer*

### **Ps 139 Abnormal Psychology (F, S; 3)**

Beginning with divergent contemporary views of the meaning of "abnormal" in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

*Romsoy Liem*

*John von Felsinger*

*Joseph Coutelo*

### **Ps 143 Sensation and Perception (S; 3)**

This course will concern itself with three basic topics. These are: 1) the methods and findings of classical psychophysics; 2) the anatomy and physiology of mammalian sensory systems; and 3) the influence of experience on the perceptual capabilities of man.

*Peter Groy*

### **Ps 144 Learning (F, S; 3)**

An analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

*Dorothy Lekorczyk*

*Joseph Coutelo*

### **Ps 147 Cognitive Psychology (F; 3)**

A study of cognitive processes and human information processes. Topics to be covered include memory and forgetting, thinking, concept formation and other areas.

*Sondro Geer*

### **Ps 149 Motivation and Emotion (F; 3)**

Offered 1975-76

*Peter Groy*

### **Ps 150 Physiological Psychology (F, S; 3)**

The two goals of this course are (a) to provide a basic background in neurophysiology and neuroanatomy, and (b) to apply this background to an analysis of the mechanisms underlying sensation, motivation, and learning. A previous course in biology is recommended, but not required.

*Peter Groy*

### **Ps 152 Practicum in Physiological Psychology (S; 3)**

Prerequisites: Either Ps 150 or Ps 149 and the consent of the instructor.

Directed laboratory research on hormonal control of behavior in laboratory rodents.

*Peter Groy*

### **Ps 153 Research Methods (F, S; 3)**

Basic issues in research design and analysis will be discussed. Attention will be devoted to survey research as well as laboratory and field experimentation. Some experience with key punching, card sorting, and computer analysis of data will be provided, employing data collected by students, if time permits.

*Edword Krupot*

*Normon Berkowitz*

*Murroy Horwitz*

*Sondro Geer*

### **Ps 156 Theory and Research in Group Dynamics (S; 3)**

This course is composed of a weekly two hour laboratory session and a one hour lecture. In the laboratory students participate in a wide range of scientific experiments. Data are collected, shared and compared to those in the research literature. Theoretical explanations are examined to determine their adequacy in accounting for the objective data and subjective experiences generated in the laboratory. Reading paralleling the experiments are discussed in the lecture. Substantive material includes social facilitation, interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict, and communication. Approximately four brief papers and a final exam are required.

For Juniors and Seniors only.

*Normon Berkowitz*

### **Ps 178 Psychology of Social Class (S; 3)**

A seminar focusing on the behavioral and psychological consequences of structured inequality in society; topics will include the problem of defining and measuring stratification, correlates of social class position, social mobility, and the theoretical consequences of reducing or eliminating inequalities in wealth, power, and social status.

*Williom Ryon*



**Ps 190 Statistics (F, S; 3)**

Elementary statistics including treatment of descriptive statistics, elementary principles of probability and sampling, introduction to statistical estimation and testing, simple correlation, and regression. Two lectures and a two-hour laboratory each week.

Norman Berkowitz  
Daniel Baer

**Ps 209 Clinical Psychology (F; 3)**

The theory and practice of clinical psychology with special attention to the current practices, professionals and institutions comprising the mental health field. Each student will be expected to devote some time to volunteer work in a caretaking institution.

John vonFelsinger

**Ps 215 History and Systems of Psychology (F, S; 3)**

Survey of psychological thought from Grecian and Medieval backgrounds to the present; systematic consideration of major theoretical trends in contemporary psychology.

Ali Banuazizi

**Ps 234 Advanced Developmental Psychology (S; 3)**

*Prerequisite:* Ps 136 or Child Psychology, primarily for seniors.

An intensive analysis of issues in Developmental Psychology, including adolescence and aging, and emphasizing contemporary research. Students will be responsible for presentations in several areas and will be involved in some fieldwork.

Dorothy Lekarczyk

**Ps 240 Psycholinguistics (F; 3)**

An analysis of theories and research in language development and language usage.

Sandra Geer

**Ps 250 Psychology and Social Problems (S; 3)**

Analysis of contemporary social problems from a social-psychological perspective: mental health, urban education, ethnic relations, poverty, and violence. Consideration of the role of psychology in interdisciplinary studies of social problems and social change.

Ali Banuazizi

**Ps 255 Seminar in Environmental Psychology (S; 3)**

The course considers human and animal behavior as both a determinant of his physical and social environment as well as a consequence of it. Studies of man in different settings (urban, rural, crowded, etc.) will be surveyed in order to assess how man's relationship to his environment contributes to his adjustment as well as his pathologies.

Edward Krupat

**Ps 262 Seminar in Psychopathology (S; 3)**

A comprehensive analysis of a chosen area in psychopathology yielding implications at the institutional and caretaking level.

John vonFelsinger

**Ps 266 Seminar in Self-Esteem (F; 3)**

The course will focus on socializing techniques which lead to the development of stable, positive self-esteem, and also on the personality correlates and behavioral consequences of various levels of self-esteem. The relevant research and theoretical literature will be emphasized. Students will be expected to carry out a research project related to some aspect of self-esteem, for which faculty supervision will be provided.

Donnah Canavan

**Ps 277 Origins of Modern Social Class Systems (F; 3)**

This course will examine changes in social organization since the middle ages that have produced contemporary forms of social class structure. The interrelationships of economic, political, social and psychological factors in the organization of production and power will be considered in viewing the different forms of social inequality.

Marc Fried

**Ps 291, 292 Seminar in College Teaching (F, S; 3)**

*Prerequisite:* Senior and Junior majors only.

Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

The Department

**Ps 295-296 Directed Research (F, S; 3, 3)**

Work may be supervised, original research or significant participation in the research of faculty members.

By arrangement

The Department

**Ps 297-298 Readings and Research (F, S; 3, 3)**

Psychology 295 and 296 offers a student the opportunity to work independently under the supervision of a faculty member of his choice within the department.

By arrangement

The Department

## Graduate Courses Open to Advanced Undergraduates

**Ps 609 Social Learning (F; 3)**

The application of a learning model to individual behavior in group settings. The study of the formation and modification of attitudes. The analysis of intergroup tensions as faulty learning and the use of modeling procedures to reduce tensions. Various social issues will be examined in terms of environmental influences upon behavior.

Joseph Cautela

**Ps 610 Behavior Modification (S; 3)**

An examination of how human behavior is modified in social settings. Particular attention is paid to modeling, as well as overt and covert factors influencing the modification of human behavior.

Joseph Cautela

**Ps 615 Intergroup Conflict (F; 3)**

The nature and etiology of conflict between groups, ranging from face-to-face groups to nations. An examination of theoretical contributions to this question from various fields of psychology and an intensive analysis of research in this field.

Murray Horwitz

**Ps 618 Computer Methods in the Behavioral Sciences (F; 3)**

*Prerequisite:* One semester statistics course recommended.

Lectures, demonstrations and implementation of programs using the IBM 370 computer. Languages covered include Basic and Fortran IV. Several software statistical packages such as ISR, SPSS, PSTAT, SSP, and the Boston College Statistical Package will be examined in detail.

Daniel Baer

**Ps 630 Community Mental Health (F; 3)**

A consideration of the community mental health field in terms of its theoretical foundations in the social and behavioral sciences as well as psychiatric and public health practice. Implications for the development of local and regional programs.

William Ryan

**Ps 640 Individual and Society (S; 3)**

This seminar will develop the conceptual basis for understanding processes of differentiation, integration, and change in personality and social organization. Particular attention will be devoted to independent research by course participants on problems of alienation in mass society and on forms of compensatory gratification in social affiliations, work, and community.

Marc Fried

## Doctoral Program

**Ps 703 Social Psychology (F; 3)**

A study in the individual and his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will be emphasized.

Edward Krupat

**Ps 705 Research Methods (F; 3)**

Focus on the various aspects of laboratory and field experimentation, including conducting and designing the experiment, methods of data collection, and the process of making inferences and generalizations from the results. Issues related to the ethics of experimentation and experimenter bias will also be included.

Donnah Canavan

**Ps 706 Research Methods (S; 3)**

The second part of the research methods course will focus on field studies, surveys, and evaluation research. Questionnaire design, interviewing, and sampling are topics to be included in the second half of the course. Special attention will be given to the practical and political problems surrounding evaluation research and field studies.

Donnah Canavan



## 162 / Description of Courses

### PSYCHOLOGY

#### **Ps 708 Statistics for Community Social Psychology (S; 3)**

A review of descriptive, parametric and nonparametric statistics, advanced analysis of variance techniques, advanced multivariate techniques.

Doniel Boer

#### **Ps 801-802 Field Work Practicum I, II (No Credit)**

Field supervision for advanced students involved in field work.

By arrangement

Romsoy Liem

#### **Ps 809 Introduction to Community Issues (F; 3)**

Introduces students to a variety of community agencies and organizations. Emphasis will be placed on a comparison of levels of community analysis and intervention. The course will also provide opportunities for students to explore fieldwork opportunities for subsequent semesters.

Edward Reynolds

#### **Ps 810 Advanced Fieldwork Seminar (S; 3)**

A continuation of Ps 809 — focus will be on conceptualizing field issues (e.g. problems of entry, level of intervention, strategies for change) drawn from students' involvement in the field, experience of invited speakers and readings. Fieldwork (1 day/week) is optional for students who have had past experience.

Romsoy Liem

#### **Ps 821 Small Group Theory (S; 3)**

This course requires a 2 hour laboratory session and a 2 hour seminar. In the Laboratory students will participate in a wide range of scientific experiments — sometimes as subjects, sometimes as experimenters. Data are collected and compared to those in the research literature. In the seminar session theoretical explanations are examined, to determine their adequacy in accounting for the data and experiences produced in the laboratory. Seminar discussions will in addition attempt to focus on the applications of theory. A final paper constitutes a major basis for evaluation. Students are encouraged to undertake an original study for this paper although this is not required. The substantive focus includes interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict and communications.

Normon Berkowitz

#### **Ps 823 Theories of Social Intervention (F; 3)**

An examination will be made of various theoretical positions and research findings from various disciplines in so far as they relate to producing change in individuals, groups and organizations. Major attention will be paid to change strategies oriented to face-to-face interaction using various small group procedures, organizational development and conflict resolution. The seminar format will require active involvement and participation by students. Admission by consent of Instructor.

Normon Berkowitz

Murroy Horwitz

#### **Ps 826 Practicum in Social Intervention (S; 3)**

The over-all goal of this course is to train professionals to deal effectively with the human problems of group, organizational, and community change. Sub-goals are to improve the participants' abilities in (a) the diagnosis of organizational and community conflict, (b) the application of available change technologies to planning social action, (c) the awareness of the impact upon others of varieties of personal and group interventions. The course will employ experience-based methods, including naturalistic observation, T-group activities, and exercises in intervention. Enrollment limited.

Offered, 1975-1976

Murroy Horwitz

#### **Ps 829 Organizational Behavior (F; 3)**

Offered, 1974-1975

To be announced

#### **Ps 850 Community Psychology (F; 3)**

A basic review of the theoretical and conceptual underpinnings of community psychology: community analysis, demography, social stratification and structure, social problems, and human services.

Ali Bonuozizi

#### **Ps 855 Social Research and Social Policy (F; 3)**

This seminar will consider the actual and potential relationships between the data of social science research and the formulation and analysis of public policy, focusing on social problem and human service areas.

Offered 1974-1975

William Ryon

#### **Ps 857 Organization of Human Services (S; 3)**

An examination of the network of services and facilities designed to deal with human and social problems in urban areas; consideration will be given to public assistance programs, housing, educational, family counseling, child welfare, mental health and other service programs. Focus on legislative, planning, and administrative structures which determine the patterning of these services in neighborhoods. Existing barriers and problems will be examined, methods of change in patterns of service will be considered.

William Ryon

#### **Ps 860 Seminar in Social Change (F; 3)**

A consideration of social change and reform movements in a number of social institutions, including the family, education, and social welfare; study of social movements aiming to reduce social inequality with particular attention to their social psychological impact on the individual and groups; appraisal of violence and non-violence as strategies for social change.

Offered 1974-1975

Ali Bonuozizi

#### **Ps 866 Ecological Psychology (S; 3)**

Systematic attempts to relate aspects of physical form and environment with human behavior, focusing primarily on the urban environment. Empirical and conceptual relationship will be examined in terms of the impact of existing environments on behavior as well as the potential for psychological and social change through planning.

Ali Bonuozizi

#### **Ps 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Romance Languages and Literatures (Rl)

### French

#### **Rl 1-2 Elementary French (F, S; 3, 3)**

An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

James Flogg

#### **Rl 51-52 Intermediate French (F, S; 3, 3)**

Prerequisite: Rl 1-2 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and optional laboratory work.

James Flogg

#### **Rl 101-102 Composition, Conversation and Reading (F, S; 3, 3)**

Prerequisite: three to four years of solid high school preparation, two years of college preparation or Fr 31-32.

Note: This course is not open to those who have taken Fr 61-62 or Fr 71-72.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

James Flogg

#### **Rl 303 French Phonetics and Applied Linguistics (F; 3)**

A practical introduction to French applied linguistics: pronunciation, sentence structure and word classes. The course is designed to help the student improve his command of spoken French and to develop his awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French.

Rebecca M. Volette



**RI 304 Advanced French Conversation (S; 3)**

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French.

Rebecca M. Valette

**RI 305-306 Advanced Composition and Introduction to Literary Analysis (F, S; 3, 3)**

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French.

Monique Fol

**RI 307-308 Survey of French Literature (F, S; 3, 3)**

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

Betty Rahv

**RI 309-310 Cultural Background of French Literature (F, S; 3, 3)**

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the 20th century in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony. May be taken concurrently with RI 307-308. Conducted in French.

Monique Fol

**RI 411-412 French Literature of the Middle Ages (F, S; 3, 3)**

The origin and development of literary genres in France: *chansons de geste*, lyric poetry, novels of love, chivalry and adventure, religious drama and comedy. Study of the masterpieces. New directions, realism and satire, modern trends in literature, from the beginning of the Hundred Year's War to the dawn of the Renaissance. Conducted in French.

Offered biennially, 1973-74

Normand R. Cartier

**RI 421-422 The Renaissance in France (F, S; 3, 3)**

A study of the historical, philosophical and literary movements which molded the French Renaissance. Selections from Marot, Reblais, Marguerite de Navarre, the poets of the Pléiade, Agrippa d'Aubigné and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century. Conducted in French.

Offered biennially, 1974-75

Betty Rahv

**RI 431-432 Seventeenth Century Literature (F, S; 3, 3)**

A study of the classical literature of the age. Works of philosophers and moralists, such as Descartes, Pascal, La Rochefoucauld, La Bruyère, and plays of Corneille, Racine and Molière will be given particular attention.

Joseph Figurito

**RI 441-442 French Literature of the Eighteenth Century (F, S; 3, 3)**

The first semester will focus on the ideas of the "philosophes" such as Montesquieu, Voltaire, Diderot and Rousseau. The second will concentrate on the novel and theatre. It will include such writers as Prévost, Marivaux, Beaumarchais and Laclos.

Vera G. Lee

**RI 451-452 Romanticism and Realism in French Literature (F, S; 3, 3)**

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Normon Araujo

**RI 455-456 The Symbolist Movement in French Literature (F, S; 3, 3)**

The origins of symbolism, its masters, and the characteristics of

their poetry. Selected texts from Baudelaire, Verlaine, Rimbaud, Mallarmé, Régner, and Laforgue will be analyzed.

Georges Zayed

**RI 461 French Literature of the 20th Century (1920-1940) (S; 3)**

Heritage of the 19th century in literature, society, and reading public; World War I and its effects: the search for new values, new forms of expression, new approaches to the problem of man; traditional writers (Gide, Mauriac, Green, Colette) continue unchanged; Dada and Surrealism (Breton) present new approaches.

Joseph D. Gauthier, S.J.

**RI 462 French Literature of the 20th Century (1940 to present) (S; 3)**

World War II and the disintegration of values in literature, society, politics; Existentialism and its effects (Sartre, Camus); the new discoveries in the novel and in the theatre (Robbe-Grillet, Sarraute, Genet, Ionesco).

Joseph D. Gauthier, S.J.

**RI 705 History of the French Language (F; 3)**

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

Offered biennially, 1973-1974

Maria L. Simonelli

**RI 706 Readings in Old French (S; 3)**

From courtly poetry to the realism of the thirteenth century. Selections from Marie de France, Conon de Béthune, Hélinant de Froidmont, Jean Bodel, Gautier de Coincy, Thibaut de Champagne, Guillaume de Lorris, Jean de Meung and Rutebeuf.

Offered biennially, 1973-1974

Maria L. Simonelli

**RI 715 The French Epic (F; 3)**

Origins and development of the *chanson de geste*. Legendary exploits of Charlesmagne and Roland, Guillaume d'Orange, Raoul de Cambrai, Girard de Roussillon, Ogier le Danois, Godefroy de Bouillon, etc.

Offered biennially, 1973-1974

Normand R. Cartier

**RI 716 The Roman Courtois (S; 3)**

The heritage of antiquity, Byzantine exoticism, and Celtic legends. Readings in *Eneas*, *Tristan et Iseut*, the works of Chrestien de Troyes, *Aucassin et Nicolette*, the *Lancelot en prose*, the works of Jean Renart, *la Chastelaine de Vergy*, etc. The doctrine of courtly love and its allegorical sublimation in the *Roman de la Rose*.

Offered biennially, 1973-1974

Normand R. Cartier

**RI 717 Old French Lyrics (F; 3)**

The problem of the origins. Indigenous "popular" poetry; troubadours of Languedoc, trouvères of the North, and bourgeois poets of Arras. Love, chivalry, the crusades, and the struggle for existence as sources of poetic and musical inspiration.

Offered biennially, 1974-1975

Normand R. Cartier

**RI 718 Middle French Lyrics (S; 3)**

Traditional themes versus modern trends; the increasing focus upon personal elements in the lyric poetry of the 14th and 15th centuries. Machaut, Froissart, Deschamps, Christine de Pisan, Alain Chartier, Charles d'Orléans, and others. Close reading of the poetry of Villon.

Offered biennially, 1974-1975

Normand R. Cartier

**RI 719 Satirical Literature in Medieval France (F; 3)**

Personal enmity, political rivalry, moral indignation, anticlericalism, misogyny and *l'esprit gaulois* as inspiration for the satirical songs of the poets, the parody of Renart, the laughter of the fabliaux, the propaganda of Jean de Meung, the *Quinze Joyes de Mariage*, the dramatization of universal folly, the mockery of Villon, and the grin of death on the *Donse Mocobre*.

Offered biennially, 1974-1975

Normond R. Cortier

**RI 720 The Medieval Theatre in France (S; 3)**

Development of the religious drama from Latin tropes to passion plays. The *Jeu d'Adam*, Jean Bodel's *Jeu de Soint Nicolos*, Rutebeuf's *Miracle de Theophile*, and selections from the *Mystères de la Passion* will be read. Development of the medieval comedy in *Courtois d'Arros*, *le Jeu de la Feuillée*, *la Farce de Pathelin*, and the theatre of the Basoche.

Offered biennially, 1974-1975

Normond R. Cartier



**RI 723 French Lyric Poetry of the Sixteenth Century (F; 3)**

An inquiry into the three esthetic approaches of French Renaissance poetry. Comparisons will be made between the metaphysical expression of l'Ecole lyonnaise (Scève, Labé), the classical perspective of the Pléiade (Ronsard, du Bellay), and the vision of the end of the century (d'Aubigné, Chassignet, Sponde).

Offered biennially, 1974-1975

Betty Rohv

**RI 725 Studies in Rabelais (F; 3)**

The great humanistic surge of the 16th century in France and its culmination in the creative genius of Rabelais. The Utopia of the Renaissance and the paragon of artistic realism in Gargantua and Pantagruel. "Le gigotisme" as an instrument of satire.

Offered biennially, 1973-1974

Betty Rohv

**RI 726 Poetry of the Pléiade (S; 3)**

Pléiade literary theory preached and applied. Extensive readings of the works of Ronsard and Du Bellay. Selections from the other poets of the group. Literary movement studied against the background of the political and social life of the nation.

Offered biennially, 1974-1975

Betty Rohv

**RI 727 Studies in Montaigne (S; 3)**

The quest of wisdom in the face of the wars of religion. Montaigne's progress from meditation over the philosophers of antiquity to the discovery of his personal microcosmos. The art of communication in *Les Essais*, a source book for later moralists in search of the modern conscience.

Offered biennially, 1974-1975

Betty Rohv

**RI 731 Moralists of the Seventeenth Century (F; 3)**

A study of ideas and reflections of the writers of the period. The works of François de Sales, Pascal, Descartes, La Bruyère, Bossuet and La Rochefoucauld will be discussed.

Offered biennially, 1973-1974

Joseph Figurito

**RI 733 The Plays of Corneille (F; 3)**

A study of the foundation and theories of the Classical French Theatre, status of production and changes in scenery, the advent of Corneille in 1629. The course will consist of analysis and discussions of Corneille's major and minor works.

Offered triennially, 1974-1975

Joseph Figurito

**RI 734 The Tragedies of Racine (F; 3)**

The Jansenistic trend and its influence on Racine. Classical theories with more human *vroisemblance*. Lectures and discussions on the plays of the first Racine and the plays of conciliation of the prodigal son.

Offered biennially, 1974-1975

Joseph Figurito

**RI 736 The Comedy of Molière (S; 3)**

A study of the development of French comedy from farce and *commedia dell'arte* to the advent of J. B. Poquelin. Method of observation and portrayal of reality in criticism of his era. Molière as a writer, director, producer, and actor. Influence of the Italian theatre.

Offered biennially, 1973-1974

Joseph Figurito

**RI 741 Society and the French Enlightenment (S; 3)**

Social problems of 18th-century France, the question of minority groups and women, and the significant changes seen in various classes of French society. These questions will be studied especially in Montesquieu, Voltaire, the *Encyclopédie* and the novel of manners.

Offered triennially, 1974-75

Vero G. Lee

**RI 743 Voltaire and Rousseau (F; 3)**

The literary and philosophical writings of the two men who dominated 18th century French literature and thought. These writers will be studied in the context of their relationship, of their prerevolutionary significance and of their influence on modern civilization.

Offered triennially, 1974-1975

Vero G. Lee

**RI 744 The Eighteenth Century Theatre in France (S; 3)**

Classicism and modern innovations in the French theatre of the 18th century. This course will concentrate on the comedies of

Marivaux, Beaumarchais, Lesage and Dancourt, and the drome bourgeois of Diderot and his disciples.

Offered triennially, 1974-1975

Vero G. Lee

**RI 745 The Eighteenth Century Novel (F; 3)**

An analysis of creative masterpieces as an expression of the philosophical and aesthetic trends of the period. The course will focus upon the contes and romans of Prévost, Voltaire, Diderot and Rousseau.

Offered triennially, 1975-1976

Vero G. Lee

**RI 751 The French Theatre in the Nineteenth Century (F; 3)**

A study of Romanticism, Realism and Naturalism in French drama of the 19th century, between Hugo's *Hernani* and Antoine's *Théâtre libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier and Becque.

Offered triennially, 1975-76

Normon Aroujo

**RI 753 Romantic Poetry of the Nineteenth Century (F; 3)**

The literary doctrine, themes and artistic virtuosity of the Romantic poets, as they appear in the most significant creations of Lamartine, Hugo, Musset and Vigny.

Offered triennially, 1974-1975

Normon Aroujo

**RI 754 Victor Hugo (S; 3)**

The impact of Hugo's personality and creative genius on the literary evolution of his time. An examination of his role as high priest of the Romantic movement and an assessment of his contribution to the development of French poetry and prose.

Offered triennially, 1975-1976

Normon Aroujo

**RI 755 Balzac's Human Comedy (F; 3)**

An appreciation of Balzac's role in the development of the French novel through an examination of his most significant works. Conception, framework and elaboration of the "comédie humaine."

Offered triennially, 1973-1974

Normon Aroujo

**RI 756 Stendhal and Flaubert (S; 3)**

The evolution of the realist novel in the nineteenth century as it appears in the works of its outstanding exponents. *Beylisme* and *bovorisme* as romantic reactions against the prosaic environment of reality.

Offered triennially, 1974-1975

Normon Aroujo

**RI 758 "Contes et Nouvelles" in the Nineteenth Century (S; 3)**

While devoting proper attention to the general evolution of the conte in the 19th century, the course will center around the most significant works of Mérimée, Maupassant and Daudet.

Offered triennially, 1973-1974

Normon Aroujo

**RI 759 The Parnassian Poets (S; 3)**

*L'art pour l'art* as an aesthetic ideal. Its crystallization in the poems of Théophile Gautier, Théodore de Banville, Leconte de Lisle and Heredia.

Offered triennially, 1973-1974

Georges Zoyed

**RI 760 Verlaine (Seminar) (S; 3)**

The lyrical genius of "Pauvre Lélian" and his creation of music with symbol: *Poèmes saturniens*, *Fêtes galantes*, *Sagesse*, etc., as artistic reflections of the poet's turbulent existence.

Offered triennially, 1975-1976

Georges Zoyed

**RI 761 Baudelaire (Seminar) (F; 3)**

The drama of Baudelaire's inner life: satanism versus spiritualism. Originality of his poetry centered in "le frisson nouveau," correspondences and symbol. *Les Fleurs du Mal* at the poetic crossroads of the 19th century.

Offered triennially, 1973-1974

Georges Zoyed

**RI 762 Rimbaud (Seminar) (S; 3)**

The visionary poet's experiment with "le dérèglement des sens" and his theory of "le poète voyant." *Une Saison en Enfer* and the failure of a system. His contributions to the development of modern trends in French poetry.

Offered triennially, 1975-76

Georges Zoyed



**RI 765 The Literature of Existentialism in France (F; 3)**  
 The Theatre of Sartre: a study of eight plays. *Les Mouches*, *Huis Clos*, *Morts sans sépulture*, *Le Putoin respectueuse*, *Les Moins soles*, *Le Diable et le bon Dieu*, *Nekrassov*, *Les Séquestrés d'Altono*.  
 Offered triennially, 1974-1975 Joseph D. Gouthier, S.J.

**RI 767 Surrealism in France (F; 3)**  
 Studies in Surrealism as a way of life and an artistic expression; its emergence and relation to Existentialism and the Arts. The course will focus upon the works of Apollinaire, Breton, Aragon, Eluard et al.  
 Offered triennially, 1974-1975 Joseph D. Gouthier, S.J.

**RI 769 André Gide (Seminar) (F; 3)**  
 Discussion will deal with the author's life and the basic tenets of "le gïdisme"; Gide as literary critic and experimental novelist; his influence upon the younger generation of writers in France.  
 Offered triennially, 1975-1976 Joseph D. Gouthier, S.J.

**RI 770 Malraux (Seminar) (F; 3)**  
 Malraux, as a man of action and a man of letters, has had a unique range of experiences: archeologist, novelist, Resistance fighter, art historian, biographer and statesman. Readings will parallel his experiences from the early Surrealist writings to his *Antimémoires*.  
 Offered triennially, 1974-1975 Joseph D. Gouthier, S.J.

**RI 772 The French Theatre in the Twentieth Century (S; 3)**  
 A study of French drama and stage production from World War I to the present time. Special attention will be given to the plays of Claudel, Sartre, Camus and the contemporary "theatre of the absurd."  
 Offered biennially, 1974-1975 Vero G. Lee

**RI 773 Stephane Mallarmé (F; 3)**  
 A study of Mallarmé's poetry and of his influence upon the group of young writers who gravitated around him. The birth and growth of the Symbolist movement.  
 Offered triennially, 1975-1976 Georges Zoyed

**RI 774 Péguy and Apollinaire (S; 3)**  
 A study of contrasts in two modern conceptions of poetry. Literature as a polemic instrument for the exaltation of patriotic and religious virtues in Péguy; the personal experiences of an anarchist and dilettante as sources of inspiration for Apollinaire.  
 Offered triennially, 1973-1974 Georges Zayed

**RI 775 The Poetry of Claudel and Valéry (F; 3)**  
 Two poetic visions of man and the world. Symbolism as the handmaid of mystical inspiration in the poetry of Claudel, and as the expression of scientific idealism in the hermetic compositions of Valéry.  
 Offered triennially, 1974-1975 Georges Zoyed

**RI 776 Evolution of French Poetry in the Nineteenth Century (Seminar) (F; 3)**  
 Study of the principal currents and doctrines to the eve of Surrealism. Their affiliations and oppositions. Characteristics of old and new schools. Traditional verse and "vers libre." Various influences and new orientations in poetry.  
 Offered triennially, 1975-1976 Georges Zoyed

**RI 777 Catholic Thought in French Poetry from Baudelaire to Claudel (F; 3)**  
 Reaction against positivism and materialism in the second half of the 19th century. Triumph of spirituality in Symbolist movement and conversion of writers and poets. Christianity and Satanism in *Les Fleurs du Mal*, Verlaine's *Sagesse*, Péguy's *Les Topisseries*, Claudel's *L'Annonce faite à Marie* and *Cinq grandes Odes*, etc., will be analyzed.  
 Offered triennially, 1973-74 Georges Zoyed

**RI 787 François Mauriac (Seminar) (S; 3)**  
 The novels of Mauriac will be discussed as artistic expressions of the problem of evil and "l'inquiétude spirituelle" in the modern world. The crystallization of Mauriac's ideas in the unforgettable characters of Thérèse, Brigitte and Génitrix.  
 Offered triennially, 1975-1976 Joseph D. Gouthier, S.J.

**RI 788 Albert Camus (S; 3)**  
 The early, middle and later career of Albert Camus, with special attention to the lyrical essays, the theme of the absurd and the revolutionary ideal. Other topics discussed will be questions on Algeria and Camus' relationships with Sartre, Malraux and Hemingway.  
 Offered triennially, 1973-1974 Joseph D. Gouthier, S.J.

## Italian

**RI 3-4 Elementary Italian (F, S; 3, 3)**  
 An introduction to the study of Italian. This course begins the development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.  
 Antonio C. Mostrobuono

**RI 53-54 Intermediate Italian (F, S; 3, 3)**  
 Prerequisite: RI 3-4 or its equivalent.  
 The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and optional laboratory work.  
 Antonio C. Mostrobuono

**RI 103-104 Composition, Conversation, and Reading (F, S; 3, 3)**  
 Prerequisite: three to four years of solid high school preparation, two years of college or It 31-32.  
 Note: This course is not open to those who have taken It 61-62 or It 71-72.  
 This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.  
 Antonio C. Mostrobuono

**RI 317-318 Survey of Italian Literature (F, S; 3, 3)**  
 Prerequisite: four years of solid high school preparation or two years of college.  
 An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with superior linguistic preparation. Conducted in Italian.  
 Antonio C. Mostrobuono

**RI 545 Romanticism in Italy (F; 3)**  
 A study in the literary currents. Poetry, drama, and narrative literature of the 19th century will be discussed; particular attention will be given to Foscolo, Leopardi, and Manzoni. Conducted in Italian.  
 Joseph Figurito

## Portuguese

**RI 31-32 Introduction to Portuguese (F, S; 3, 3)**  
 An intensive course for Department majors or other students with an interest in the language and culture of Portugal and Brazil. Fundamental elements of Portuguese will be assimilated rapidly. The reading and discussion of selected texts will be treated as a cultural initiation.  
 Normon Aroujo

**RI 61-62 Conversational Portuguese (F, S; 3, 3)**  
 This course is designed to improve the student's linguistic abilities. Classroom discussion and oral reports are based on literary and nonliterary readings.  
 To be announced

## Rumanian

**RI 33-34 Intensive Introduction to Rumanian (F, S; 3, 3)**  
 This is a course for beginners. It stresses developing simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.  
 To be announced



**RI 63-64 Intermediate Rumanian (F, S; 3, 3)**

This course is designed to consolidate the first-year study of Rumanian through review of the basic elements of grammar and syntax, and to develop the student's language proficiency through close reading of selected texts, oral practice and written composition. To be announced

**Spanish****RI 5-6 Elementary Spanish (F, S; 3, 3)**

An introduction to the study of Spanish. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

**RI 55-56 Intermediate Spanish (F, S; 3, 3)**

Prerequisite: RI 5-6 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and optional laboratory work.

The Department

**RI 105-106 Composition, Conversation, and Reading (F, S; 3, 3)**

Prerequisite: three to four years of solid high school preparation, two years of college preparation or Sp 31-32.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

J. Enrique Ojedo

**RI 319-320 Cultural Background of Italian Literature (F, S; 3, 3)**

The cultural and artistic achievements of the Italian nation from the Middle Ages to the present day and their relation to the major trends and developments in Italian literature. While this course may be taken as an elective by all students, it may also be counted towards an Italian major. Conducted in English.

Offered biennially 1974-75

Antonio C. Mostrobuono

**RI 323 Spanish Phonetics and Applied Linguistics (F; 3)**

A practical introduction to Spanish applied linguistics: pronunciation, sentence structure, and word classes. The course is designed to help the student improve his command of spoken Spanish and to develop his awareness of how the Spanish language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of Spanish.

Dione Beth Hymon

**RI 324 Advanced Conversation (S; 3)**

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish.

Dione Beth Hymon

**RI 325-326 Advanced Composition and Introduction to Literary Analysis (F, S; 3, 3)**

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

J. Enrique Ojedo

**RI 327-328 Survey of Spanish Literature (F, S; 3, 3)**

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish.

Robert L. Sheehon

**RI 329-330 Cultural Background of Spanish Literature**

(F, S; 3, 3)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature.

Dione Beth Hymon

**RI 615-616 Spanish Literature of the Middle Ages (F, S; 3, 3)**

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the Conde Luconor, *El Libro de Buen Amor*, Santillana, Jorge Manrique, and the Cancioneros of the 15th century. Offered biennially, 1974-1975

To be announced

**RI 631-632 Literature of the Golden Age (F, S; 3, 3)**

A study of the major authors and their works, with extensive required readings.

Ernest A. Siciliano

**RI 651-652 Spanish Literature of the Nineteenth Century**

(F, S; 3, 3)

The principal literary movements in Spain during the nineteenth century: Romantic poetry and theater; costumbrismo and noturolismo.

Offered biennially, 1974-1975

To be announced

**RI 661-662 Spanish Literature of the Twentieth Century**

(F, S; 3, 3)

A study of the generation of '98 and the Modernismo movement, as well as the post-Civil War novel, theater, and poetry. Representative writers will include Unamuno, Baroja, Azorín, Machado, Benavente, Jiménez, Lorca, Casona, Cela, and others.

Robert L. Sheehon

**RI 671-672 Spanish-American Literature (F, S; 3, 3)**

Survey of the development of literary genres in Hispanic America. Foreign influences and criollismo. Various types of novels: the struggle of man against the jungle or the pompo, of Indian against the white man, or man against society. The Spanish-American conscience as expressed by essayists or poets.

Guillermo L. Guitorte

**RI 905 History of the Spanish Language (F; 3)**

A study of the internal and external factors which determined the development of Spanish from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

Guillermo L. Guitorte

**RI 906 Readings in Old Spanish (S; 3)**

Prerequisite: Spanish 205 or its equivalent.

Early Spanish texts will be read for their philological interest to illustrate the growth of the language from its primitive forms into a vehicle for literary expression. The interplay of linguistic and cultural factors will be analyzed.

Guillermo L. Guitorte

**RI 915 The Spanish Epic (F; 3)**

Origin and development of epic traditions in Spain. The *Poemo de mio Cid*, the *Poemo de Fernán González*, the *Siete Infantes de Loro* and the epic ballads. The course will be focused upon the first of these poems.

Offered biennially, 1973-1974

Guillermo L. Guitorte

**RI 916 The "Libro de Buen Amor" (S; 3)**

The work of the Arcipreste de Hita will be analyzed as the culminating achievement of the Mester de Clerecía. Samplings from other compositions of the same poetic school will be read for background information.

Offered biennially, 1973-1974

Guillermo L. Guitorte

**RI 917 Studies in Medieval Spanish Prose**

The Infante don Juan Manuel and his works, with particular emphasis in *El Conde Luconor*. *Lo Celestino*: problems of authorship and composition. Transformation of the traditional theme of the Vetulo in a dramatized expression of a tragic love affair in Rojas' time.

Offered triennially, 1975-1976

Guillermo L. Guitorte

**RI 918 Spanish Poetry of the Fifteenth Century (F; 3)**

The influence of medieval lyric traditions and of indigenous popular poetry upon the development of style and theme during the pre-



Renaissance. The works of Juan de Mena, the Marqués de Santillana and poets of the court of Juan II will be studied.  
Offered triennially, 1974-1975 To be announced

**RI 919 The Romancero (F; 3)**

A survey of the romances of the 15th and 16th centuries. These historical cycles — the Cid, Bernardo del Carpio, Infantes de Lara — will be studied in terms of the epic origins as well as their influences on Siglo de Oro drama.  
Offered triennially, 1974-1975 To be announced

**RI 923 Lyric Poetry of the Golden Age (F; 3)**

Studies in the works of Garcilaso de la Vega, Castillejo, Fray Luis de León, San Juan de la Cruz, Herrera, Lope de Vega, Góngora and Quevedo.  
Offered triennially, 1974-1975 To be announced

**RI 925 The Picaresque Novel in the Siglo de Oro (F; 3)**

The origins of the unique genre and its masterpieces in Spain. The course will focus upon Lazarillo de Tormes, Guzmán de Alfarache and Quevedo's *Buscón*.  
Offered biennially, 1974-1975 J. Enrique Ojeda

**RI 927 Cervantes and "Don Quijote" (F; 3)**

A study of the man and his principal work. Ernest A. Siciliano

**RI 932 The Theatre of Lope de Vega (F; 3)**

A survey of the origins and development of the Spanish theatre will be made in conjunction with the study of Lope de Vega's plays. Selected comedias of this author will be read and related to various aspects of Spanish society during the Golden Age.  
Offered triennially, 1973-1974 Diana Beth Hyman

**RI 933 Calderón and the Auto Sacramental" (F; 3)**

Calderón's life and contribution to the Spanish theatre. The history of the important auto sacramental.  
Offered biennially, 1974-1975 Ernest A. Siciliano

**RI 955-956 Romanticism in Spain (F, S; 3, 3)**

Origins of Romanticism. Foreign influences. A study of the major works.  
Offered biennially, 1973-1974 Ernest A. Siciliano

**RI 957 Naturalism and Realism (F; 3)**

The development of the XIX Century Spanish novel from the costumbristas to Galdós will be discussed in the light of the literary, philosophical and religious ideas of the time.  
Offered biennially, 1974-1975 J. Enrique Ojeda

**RI 958 The Age of Galdós (S; 3)**

A representative selection of Galdós' novels, *Episodios nacionales*, and theatre will be viewed against the historical and social background of the period.  
Offered triennially, 1973-74 Diana Beth Hyman

**RI 962 Spanish Theatre of Ideas: 1898-1936 (S; 3)**

Elements of Existentialism, Social Protest, the Absurd, and the Esperpento in the dramas of Unamuno, Benavente, Valle-Inclán, Azorín, los hermanos Machado, Grau and Lorca.  
Offered biennially, 1973-1974 Robert L. Sheehan

**RI 963 The Generation of '98 (F; 3)**

A study of the main authors, with discussion of their representative works: Unamuno, Baroja, Azorín, Machado and others.  
Offered biennially, 1974-1975 Robert L. Sheehan

**RI 966 Contemporary Spanish Drama (Since 1939) (S; 3)**

A study of the most important works of Casona, Calvo-Sotelo, Pemán, Buero Vellejo, and others, as a reflection of literary and social developments in contemporary Spain.  
Offered biennially, 1974-1975 Robert L. Sheehan

**RI 967 Contemporary Spanish Novel (Since 1939) (F; 3)**

A study of the most important works of Cela, Laforet, Gironella, Delibes and Matute, with emphasis on "Tremendismo" and other trends in the contemporary novel.  
Offered biennially, 1973-1974 Robert L. Sheehan

**RI 975 Contemporary Novelists of Latin America (F; 3)**

Readings in the works of Asturias, Carpentier, Cortázar, Fuentes, García Márquez and Vargas Llosa. Study of the transformation of the regionalistic and nationalistic subjects into the search for personal responsibility, the creation of atmosphere and of fictional metaphysics.  
Offered biennially, 1974-1975 To be announced

**RI 976 Lyric Poetry in Spanish America (S; 3)**

Readings in the poets of the various schools: colonial, romantic, modernist and contemporary trends. Particular attention will be given to the works of Sor Juana Inés de la Cruz, Bello, Heredia, Rubén Darío, Vallejo, Gabriela Mistral, Neruda and Octavio Paz.  
Offered biennially, 1974-1975 J. Enrique Ojeda

**RI 977 The Latin American Essay from the Independence Till the End of the XIXth Century (S; 3)**

The fight against the colonial heritage and the tentatives of creation of a new society in Latin American essayists of the Enlightenment, Romanticism and Positivism. Attention will be given, among others, to Bolívar, Bello, Sarmiento, Alberdi, Hostos and Rodó.  
Offered triennially, 1975-1976 Guillermo L. Guitarte

**Romance Literature Courses Offered in English**

**RI 319-320 Cultural Background of Italian Literature (F, S; 3, 3)**

The cultural and artistic achievements of the Italian nation from the Middle Ages to the present day and their relation to the major trends and developments in Italian literature. While this course may be taken as an elective by all students, it may also be counted towards an Italian major. Conducted in English.  
Offered biennially, 1974-75 Antonio C. Mastrobuono

**RI 353 Rabelais and the Modern World (S; 3)**

The humanist's Utopia: liberation of man from the scourges of ignorance, superstition, prejudice and war; cultivation and full enjoyment of Nature's gifts. . . The foibles of society magnified for therapeutic laughter by the master of satire and modern realism, in the lives of Pantagruel and Gargantua. . . The quest of the Good Life symbolized by Panurge's matrimonial aspirations.  
Offered biennially, 1973-1974 Normand R. Cartier

**RI 354 Cervantes and "Don Quijote" (S; 3)**

A study of the man and his principal work.  
Offered biennially, 1973-1974 Ernest A. Siciliano

**RI 357-358 Contemporary Latin-American Literature (F, S; 3, 3)**

The course is an introduction to the contemporary Latin-American novel, poetry, drama and essay. Among the writers to be studied are the Nobel Prize winners — Mistral, Asturias and Neruda — as well as Vallejo, Carpentier, Borges, Fuentes, Paz and Rulfo. The class will be conducted in English.  
Gene Kupferschmid

**RI 366 Literature and Existentialism (F; 3)**

The Theatre of Sartre: a study of eight plays. *The Flies*, *No Exit*, *The Victors*, *The Respectful Prostitute*, *Dirty Hands*, *The Devil and the Good God*, *Nekrasov*, the *Condemned of Altona*.  
Offered biennially, 1974-1975 Joseph D. Gauthier, S.J.

**RI 372 Contemporary French Theatre (S; 3)**

French drama and stage production from Cocteau to the present time. Special attention will be given to the plays of Sartre, Camus and the contemporary "theatre of the absurd," including the works of Ionesco and Beckett.  
Offered triennially, 1975-1976 Vera G. Lee

**RI 375 The Battle of the Sexes in Mediaeval Literature (F; 3)**

Selections from Abelard and Heloise, Walter Mapes, Tristan et Iseut, Lancelot, *Flamenca*, the *Romance of the Rose*, Adam of Arras, the *Lamentations of Matheolus*, the Arch-priest of Hita, Boccaccio, Deschamps, *The Fifteen Joys of Marriage*, Chaucer, Villon, and the *Petit Jean de Saintré* will be discussed.  
Offered biennially, 1973-74. Normand R. Cartier

**RI 376 Major Writers of Medieval Romance Literature (S; 3)**

A study of the major authors and masterpieces in the Romance Literatures of the Middle Ages. Lyric and epic poetry, narrative prose and drama will be discussed.  
Offered triennially, 1973-74 Joseph Figurito



**RI 377-378 War and Peace in the Middle Ages (F, S; 3, 3)**

Highlights of the Crusades, the conquest of Constantinople, Christians versus Moors in Spain, struggle for supremacy in Italy, and the Hundred Years war. Quixotic deeds, the practice of witchcraft, survival on the Wheel of Fortune, and expeditions in quest of personal glory, as related by mediaeval witnesses of the human condition.

Offered biennially, 1974-75

Normand R. Cartier

**RI 379-380 The Age of Humanism in Europe (F, S; 3, 3)**

The purpose of this course is to introduce the students in the Humanities to the basic trends and problems of the Literature of Humanism and Renaissance as the main source of our civilization. The main literary figures of the European literary revival of the 15th and 16th centuries (such as Leon Battista Alberti, Erasmus, Spencer, Machiavelli, Rabelais, Vives) will be studied from the viewpoint of their seminal contributions to modern culture.

Offered biennially, 1973-74

Maria L. Simonelli

**RI 381 Woman in 20th Century French Literature: Myth and Reality (S; 3)**

Myth and reality of contemporary woman as heroine and as author. Discussion will center on works such as *Thérèse Desqueyroux*, *L'Annonce faite à Marie*, *Antigone*, *Electre*, *Les Mouches*, *Le Balcon*, and on authors such as Colette, Simone Weil, Simone de Beauvoir, and the New Novelists.

Offered biennially, 1973-1974

Betty Rahv

**RI 383-384 Paleography and Textual Criticism (F, S; 3, 3)**

Students will learn how to read mediaeval manuscripts through examination of photocopies. Problems of interpretation and in the preparation of critical editions of texts will be discussed. This course is open to graduate and qualified undergraduate students.

Offered triennially, 1973-74

Maria P. Simonelli

**RI 391-392 Dante: "The Divine Comedy" (F, S; 3, 3)**

This course is designed to give the student an understanding of Dante and his times, *The Divine Comedy* in translation will be analyzed in the light of its political, religious and literary significance.

Offered triennially, 1975-76

Joseph Figurito

**RI 393 Boccaccio in English (S; 3)**

A study of Boccaccio, the man, reflected in his works. Particular attention will be given to the *Decamerone* as the universal opus embodying the known world and criticism of his time, which closes the Medieval Period.

Offered triennially, 1975-76

Joseph Figurito

**RI 395-396 Teaching of Modern Languages (F; 3)**

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures.

Rebecca M. Valette

**RI 790 Reading and Research (F, S; 3, 3)**

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with the permission of the chairman.

By arrangement

The Department

**RI 801 Thesis Seminar (F, S; Cannot count toward doctoral course credits)**

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of his thesis.

By arrangement

The Department

**RI 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

By arrangement

The Department

**RI 803 Methods of Research**

The science of bibliography, the particular value of specific works and the handling of materials relating to chosen problems are treated in order to assist students in preparing their theses.

By arrangement

The Department

**RI 891 Romance Philology (F; 3)**

From Latin to Romance. The development of Vulgar Latin into the Neo-Latin languages, illustrated by the comparative study of early French, Provençal, Italian, Spanish and Portuguese texts.

Offered biennially 1974-75

Maria L. Simonelli

**RI 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. The registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

## Slavic and Eastern Languages (Sl)

The Department of Slavic and Eastern Languages administers courses in the following areas:

- I. General Linguistics
- II. Comparative Literature
- III. Slavic Languages and Literatures
- IV. Oriental Languages

**Sl 003-004 Elementary Russian I/II (F, S; 4, 4)**

This is a course for beginners which stresses thorough training in Russian grammar, accompanied by suitable reading exercises and elementary composition. Students desiring an even more intensive study of elementary Russian should elect Sl 011-012 in conjunction with this course.

Michael J. Connolly

**Sl 011-012 Russian Practicum: Elementary I/II (F, S; 3, 3)**

Exercises and readings provided in connection with Sl 003-004 to strengthen fundamental Russian grammar and vocabulary and to aid in the acquisition of the spoken language. to be announced

**Sl 051-052 Intermediate Russian I/II (F, S; 3, 3)**

A review of major difficult points of Russian grammar, followed by extensive practice in the reading, translation, and paraphrase of selected Russian texts. Students desiring an even more intensive study of intermediate Russian should elect Sl 057-058 in conjunction with this course. to be announced

**Sl 057-058 Russian Practicum: Intermediate I/II (F, S; 3, 3)**

Composition and English-to-Russian translation exercises provided in connection with Sl 051-052 for students concentrating in Russian studies. The course will also aim to impart fluency in spoken Russian. to be announced

**Sl 201 The Culture and Literature of Medieval Russia (F; 3)**

A historical account of early Russian literature from the 11th to the 18th century. Includes a reading of the Igor-tale, selections from the chronicles, hagiography, and tales from the 16th and 17th centuries. The survey of the literature will be supplemented by a review of the development of Russian material and spiritual culture from the pre-Kievan period to the time of Peter the Great. As time allows, the course also covers Russian folk-art and music. Lectures and readings in English.

Lawrence G. Jones

**Sl 203 Survey of 19th-Century Russian Literature (F; 3)**

The major representatives of Russian literature in the period from Pushkin to Chexov. The novel dominates the readings of the semester with occasional shorter works introduced to demonstrate the ethical or moral preoccupation of the individual author. Included in the readings are *Hero of Our Times*, *Dead Souls*, *The Brothers Karamazov*, *The Enchanted Wanderer*, and the stories of Chexov. Lectures and readings in English.

Irina Agushi

**Sl 204 Survey of 20th-Century Russian Literature (S; 3)**

Readings, critical analysis, and discussion of the works of the most representative Soviet émigré writers and poets from Maksim Gorkij to Aleksandr Solzhenicyn and the recent Soviet clandestine press. Lectures and readings in English.

Irina Agushi



**SI 205 Tolstoy and Dostoevsky (-; 3)**

A comparative presentation of Russia's two major writers. Their different perception of reality, their views on art, civilization, Christian ethics, etc. are discussed in connection with their principal novels. Lectures and readings in English. *Irino Agushi*

**SI 206 Society, Language and Communication (S; 3)**

Problems and studies in linguistic science presented for students of neighboring disciplines; modern theories of sound, form and meaning; the nature of language and linguistic structures; linguistic and cultural change. Original language-oriented research is an essential part of the course.

Offered triennially

*Michael J. Connolly*

**SI 207 Language and Liturgy (S; 3)**

An examination of pertinent topics involving linguistic as well as non-verbal symbolism in liturgical and poetic-religious contexts including translation, hymnography, liturgical reform and experimentation, the evaluation of liturgical form, and the unique linguistic problems of Eastern Churches in the West. Some individual research is required.

Offered triennially

*Michael J. Connolly*

**SI 208-209 Advanced Russian I/II (F, S; 3, 3)**

*Prerequisite:* A thorough knowledge of Russian grammar.

A complete review of Russian grammar with abundant exercises; intensive practice in reading and correct expository composition. Conducted in Russian. *to be announced*

**SI 213 Approaches to Literature (S; 3)**

Extrinsic and intrinsic approaches to verse and prose with particular attention to the creative and perceptual processes as seen from the viewpoints of modern structuralism and other comparative literary theories, including Russian Formalism. The study is not bound to any language or cultural traditions, and students will be encouraged to work on texts in the language(s) of their choice.

*Lowrence G. Jones*

**SI 303 Applied Russian Style I (S; 3)**

Effective composition in various genres and modes of expression on original themes; the stylistic analysis of Russian literary, journalistic, scientific, political, and folk texts. Lectures and readings will be entirely in Russian. *to be announced*

**SI 305 History of the Russian Literary Language (F; 3)**

*Prerequisite:* A thorough knowledge of Russian.

The ways in which words and stylistic norms have been used in successive periods of Russian literature from the *Slovo o polku Igoreve* through Pushkin and the Russian classics to the modern Soviet era. Selected readings will form the basis of lectures and analyses, and a major research paper will be required.

Offered biennially

*Lowrence G. Jones*

**SI 306 Russian Literary Research (S; 3)**

*Prerequisite:* A thorough knowledge of Russian.

The general problems involved with the research of Russian literature. Bibliographies, reference texts, dictionaries, journals, and an understanding of the writing about Russian literature from various viewpoints: the chronicler, historian, theorist, critic and scholar. Supplementary topics will be selected by the instructor. Lectures, discussion, exercises. *Potrick J. Wreoth*

**SI 307 Russian Drama (F; 3)**

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian.

Offered biennially

*Irino Agushi*

**SI 308 Dostoevskij and Tolstoj (S; 3)**

A study and analysis of the realist novel as it appears in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered biennially

*Irino Agushi*

**SI 309 Seminar in 19th-Century Russian Poetry (F; 3)**

Intensive study of the structure, thematic trends and personalities expressed in 19th-century Russian poetry. *Lowrence G. Jones*

**SI 310 Seminar in 20th-Century Russian Poetry (S; 3)**

Intensive study of developments in Russian poetry from the Symbolist period through current Soviet poetry, and, to a certain extent, émigré Russian poetry. *Lowrence G. Jones*

**SI 311 General Linguistics (F; 3)**

An introduction to the history and techniques of the scientific study of language in its structures and operations. *Michael J. Connolly*

**SI 312 The Indo-European Languages (S; 3)**

An introduction to the techniques for a comparative-historical study of the phonology, grammar and etymology of the classical Indo-European languages.

Offered triennially

*Michael J. Connolly*

**SI 313 Structural Poetics (S; 3)**

An application of the theory and techniques of structural linguistics to the analysis and formal criticism of poetic and symbolic language. Selected poetry from the European and American traditions will serve as the subject matter. Individual research of an original nature will also be required.

Offered triennially

*Lowrence G. Jones*

**SI 314 Old Persian and Avestan (S; 3)**

Seminar in ancient languages, I. The language of the Achemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta.

Offered triennially

*Michael J. Connolly*

**SI 315 The Czech Language (S; 3)**

A structural sketch of the major grammatical and phonological features of Czech and its relation to Slovak. Inductive reading will serve to supplement lecture materials.

Offered biennially

*Lowrence G. Jones*

**SI 316 Old Church Slavonic (F; 3)**

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

*Michael J. Connolly*

**SI 317 Old Russian (S; 3)**

*Prerequisite:* SI 316 or its equivalent.

An intensive study of the grammar of Old Russian and an introduction to readings in the literature of Russia from the Kievan period on. The philology of Old Russian texts. *Lowrence G. Jones*

**SI 318 Style in Russian Literature**

A study of Russian abstract expression and a familiarization with the subtleties of syntax, vocabulary, and style in literary genres through extensive analytic reading in Russian classics and imitative composition. Lectures and readings will be entirely in Russian.

*Irino Agushi*

**SI 319 Russian Poetry (F; 3)**

The history of Russian poetry from the 18th century through the Futurist and Symbolist movements to poetry of the contemporary scene. The purpose of the course is to acquaint the student with the critical problems related to the study of poetry including structure, imagery, and theme. Individual works are analyzed for their intrinsic values as well as for their reflection of particular problems related to a historical period. Conducted in Russian.

Offered biennially

*Irino Agushi*

**SI 320 Pushkin and Gogol' (F; 3)**

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition of Russian realism. Conducted in Russian.

Offered biennially

*Irino Agushi*

**SI 321 Turgenev and his Contemporaries (S; 3)**

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered biennially

*Irino Agushi*



## 170 / Description of Courses

### SLAVIC AND EASTERN LANGUAGES

#### Sl 322 Structure and History of Russian (S; 3)

Prerequisite: A knowledge of Russian grammar.

An introduction to specific topics in the linguistic analysis of the modern literary language.

Offered biennially *Michael J. Connolly*

#### Sl 324 The Serbocroatian Language (S; 3)

A structural sketch of the major grammatical and phonological features of Serbocroatian, the principal literary language of Yugoslavia. The relationship of Serbocroatian to Slovenian will also be explored. Inductive reading will serve to supplement lecture materials.

Offered biennially *Lowrence G. Jones*

#### Sl 327 Sanskrit (S; 3)

Seminar in ancient languages, II. The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Offered triennially *Michael J. Connolly*

#### Sl 328 Classical Armenian (S; 3)

Seminar in ancient languages, III. A grammatical analysis of Armenian, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Offered triennially *Michael J. Connolly*

#### Sl 390 Tutorial: Russian Language (F, S; 3, 3)

By arrangement. *Irino Agushi*

#### Sl 391 Tutorial: Russian Literature (F, S; 3, 3)

By arrangement. *Irino Agushi*  
*Lowrence G. Jones*

#### Sl 392 Tutorial: General Linguistics (F, S; 3, 3)

By arrangement. *Michael J. Connolly*  
*Lowrence G. Jones*

#### Sl 394 Tutorial: Slavic Linguistics (F, S; 3, 3)

By arrangement. *Lowrence G. Jones*  
*Michael J. Connolly*

#### Sl 791 Russian Literature: Reading and Research (F, S; 3, 3)

By arrangement. *Irino Agushi*  
*Lowrence G. Jones*

#### Sl 792 Linguistics: Reading and Research (F, S; 3, 3)

By arrangement. *Michael J. Connolly*  
*Lowrence G. Jones*

#### Sl 794 Slavic Linguistics: Reading and Research (F, S; 3, 3)

By arrangement. *Lowrence G. Jones*  
*Michael J. Connolly*

## Sociology (Sc)

UNIVERSITY CORE COURSES are numbered Sc 001 to Sc 099. There are no prerequisites for Core courses. These courses may not be applied toward the major in sociology (except Sc 001 and in the case of a student who changes to a major in Sociology). These regulations are effective for students entering Boston College after September 1, 1973. MAJOR COURSES (Levels I and II) are numbered Sc 100 to Sc 699. Principles of Sociology (Sc 100), or an equivalent is a prerequisite for all other courses. Sociology majors must satisfy their social science Core requirement in a department(s) other than Sociology. GRADUATE COURSES (Levels II and III) are numbers Sc 300 to Sc 999.

#### Sc 001 Introductory Sociology (F, S; 3)

An introduction to the basic principles and perspectives of sociology, with some emphasis on the study of American society.

*The Department*

#### Sc 003 Introductory Anthropology (F, S; 3)

An introduction to the field of anthropology, including physical and social anthropology, ethnography, and cross-cultural studies.

*Jeanne Guillemin*  
*Edward M. O'Flaherty, S.J.*

#### Sc 022 Crime in America (F; 3)

An introductory course in criminology for students who have had little prior exposure to a course in sociology. A critical view of the criminal law, the volume and the cost of crime, the dilemma of the police, the court, and correctional institutions in contemporary societies — here and abroad.

*Benedict S. Alper*

#### Sc 029 Sex Roles in American Society (F; 3)

A critical analysis of theory and research related to the socialization, roles and social participation of women in contemporary society.

*Koy Broschort*

#### Sc 040 Race and Ethnicity in American Society (S; 3)

A systematic analysis of racial and cultural minority relations with special reference to the situation in the United States.

*Seymour Leventmon*

#### Sc 061 American Religious Institutions (S; 3)

Description and analysis of the organization and dynamics of churches, sects, and cults in American society.

*John D. Donovan*

#### Sc 071 Politics in American Society (S; 3)

The course deals with the interrelationships between political institutions and other major institutions, with special attention to racial, ethnic, and class aspects of American political behavior.

*Poulo Leventmon*

#### Sc 072 Social Inequality in American Society (F; 3)

An examination of the origins and historical development of the concepts of equality and egalitarianism; the major theories, origins, causes, and functions of social inequality; historical trends in the distribution of income, wealth and power; inequality in socialist societies; egalitarianism and socialism; proposals for changing the extent of social inequality.

*John B. Williamson*

#### Sc 100 Principles of Sociology (F; 3)

An advanced introductory course for majors in sociology.

*Lyndo L. Holmstrom*  
*William C. Yoels*

#### Sc 103 Social Anthropology (F; 3)

A review of the history of the field, beginning with Durkheim and covering the British and American schools of research. Emphasis is on ethnographies and cross-cultural comparison.

*Jeanne Guillemin*

#### Sc 123 Juvenile Delinquency (S; 3)

The etiology of delinquency; history of the juvenile court and correctional process; the Gault decision and its implications for change; alternatives to institutionalization; prediction and prevention. Visits will be made to a juvenile court and to facilities for adjudicated delinquents.

*Benedict S. Alper*

#### Sc 127 Childcare and Corrections I (F; 3)

The course will include theory of therapy used in the care of children including the emotionally disturbed, classroom work, and field training in a children's treatment center. Requirements include 15 hours per week practicum. Close supervision will be given to a journal and field experience. Enrollment is limited with consent of instructor required.

*Johon Westerkomp*

#### Sc 128 Childcare and Corrections II (S; 3)

Continued exploration into therapeutical practices. Special attention will be given to comparative treatment centers as well as case preparation for treatment conferences.

*Johon Westerkomp*

#### Sc 130 Deviant Behavior (F; 3)

A sociological inquiry into the causes and consequences of certain types of deviancy; alcoholism, drug addiction, suicide, and mental and emotional disorders.

*Robert G. Williams*

#### Sc 142 The American Indian in Urban Society (S; 3)

Prerequisite: Sc 003 or 103.

Variations in tribal culture according to geographical "culture areas," will be covered in detail. The history of Indian-white relationships from colonial times to the present day appearance of the "city Indian" will be considered.

*Jeanne Guillemin*



**Sc 150 Sociology of Conflict (S; 3)**

An analysis of the origins, nature and consequences of conflict in human interaction. Special attention to war, revolution, and the use and misuse of the police and the military. *Ritchie P. Lowry*

**Sc 152 Social Movements (S; 3)**

A study of the conditions which produce, alter and destroy social movements. Topics may include: social structure, personality, ideology, leadership, revolution vs. reform. *Michael A. Molec*

**Sc 155 Evolution of Man and Society (S; 3)**

A study of the biological origin of man, paleolithic economy and settled, agricultural life. The second half of the course will deal with the development of urban living in various parts of the world. *Edward M. O'Flaherty, S.J.*

**Sc 168 Sociology of Education (S; 3)**

The institutional structure of American education and the social roles of administrators, teachers, and students. *John D. Donovan*

**Sc 175 Urban Society (F; 3)**

An examination of the theories of development of urban society. Special focus given to (1) the ecology of urban growth, (2) social organization patterns within the city, (3) urban political governance, and (4) the potential role of social research and social planning for improving urban social movements. *Martin Lowenthal*

**Sc 180 Social Psychology (F; 3)**

An introduction to the major theoretical schools: Gestalt, Reinforcement, Role, Psychoanalysis, and Field Theory with emphasis on empirical findings regarding socialization, interpersonal influence, and processes in small groups. *Michael A. Molec*

**Sc 185 Interaction in Everyday Life (F; 3)**

An analysis of various social interaction and social role theories and their relationship to the investigation of the organized routines of everyday practices of the members of the society; verbal and non-verbal interaction; issues such as authority and power, conflict, trust, privacy, embarrassment and the like, in everyday life. *Dovid A. Karp*

**Sc 195 Sociology of Leadership (F; 3)**

A critical study of leader types and leader roles in a variety of institutional structures and settings. Special attention to contemporary aspects of the leader's status and role. *John D. Donovan*

**Sc 200 Statistics (F, S; 3, 3)**

An introduction to descriptive and inferential statistics. Topics include: measures of centrality and dispersion; association and correlation; probability and hypothesis testing. *Michael A. Molec*

**Sc 210 Methods of Social Research (F, S; 3, 3)**

Prerequisite: Sc 200 and Sc 215.

Theory and method in social research; research designs and techniques; exercises in selected research procedures. *William C. Yoels*

**Sc 215 Sociological Theory (F, S; 3)**

The development of theory from the beginning of the 19th century to the present. *Seymour Leventman*

*William C. Yoels*

**Sc 277 Origins of Modern Social Class Systems (S; 3)**

This course will examine changes in social class systems since the middle ages and some of the major historical determinants and consequences of these different systems. Economic, political, social, and psychological factors in the organization of production, power, and social institutions will be considered in viewing the different forms of social inequality in the West. This course will involve lecture and discussion sections and is open to undergraduate juniors and seniors and to graduate students. *Marc Fried*

**Sc 341 Culture and Development in Latin America (F; 3)**

A general survey of societies from Mexico to Argentina, focussing on the Iberian and aboriginal heritages, with emphasis on the cultural traditions of Mexico and Guatemala and their contemporary problems of development. *Edward M. O'Flaherty, S.J.*

**Sc 346 Human Ecology: Multi-Ethnic and Multi-Racial Societies (S; 3)**

Comparative study (cultural, ethnic, religious) in various parts of the world, but with emphasis on North America. Their structures; problems and conflicts of personal identity; relations among people of various categories. *Everett C. Hughes*

**Sc 348 Racial and Ethnic Protest (S; 3)**

An examination of the social and historical roots of racial and ethnic consciousness as a radicalizing political force and its impact on the American Society. *Seymour Leventman*

**Sc 373 Social Stratification (F; 3)**

An examination of various theories of social stratification as well as empirical studies of class, status and power differences in American society. *Paula Leventman*

**Sc 391 Social Change (F; 3)**

Major contemporary theories of social change; selected case studies of planned and unplanned social change. *John D. Donovan*

**Sc 461 Sociology of Art (F; 3)**

Beginning with a cross-cultural approach to the social functions of art, the course will deal with the relationship between the social role of the artist and his community and with the corporate structures which regulate communication between artist and contemporary audiences (museums, galleries, educational institutions). *Jeanne Guillemin*

**Sc 462 Family and Social Change (S; 3)**

An analysis of family roles and structure in the context of social change. *Koy Broschort*

**Sc 466 Economy and Society (S; 3)**

An examination of the relationship between the structure of society and the nature of the economic system. Particular attention will be given to an analysis of the economic and class dynamics in American society. The investigations will also include a review of alternative forms of social organization to carry out economic activities. Enrollment for undergraduates by consent of instructor. *Martin Lowenthal*

**Sc 512 Computer Application in Social Research (S; 3)**

A training in the use of program packages oriented toward statistical analysis of large masses of data. Specific packages discussed include ISR, PSTAT, and SPSS. Students will be expected to run programs on the IBM360-370. No previous experience with computers is assumed but some background in statistics is recommended. *John B. Williamson*

**Sc 529 Sex Roles in the Modern World (S; 3)**

Special attention to the history and changing role of women. *Lyndo L. Holmstrom*

**Sc 530 Social Problems and Social Theory (F; 3)**

Brief history of the development of popular beliefs and scientific theories about social problems, from evil-equals-evil to blaming-the-victim myths, including deviancy, disorganization, and functional analyses. *Ritchie P. Lowry*

**Sc 560 Primitive Religions (S; 3)**

The world view, beliefs and rituals of selected non-literate peoples, considered with reference to religion as a universal category of human culture. *Edward M. O'Flaherty, S.J.*

**Sc 564 Sociology of Medicine (F; 3)**

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships; and the structure of hospitals and clinics. *Lynda L. Holmstrom*

**Sc 565 Work and Occupations (F; 3)**

Work in primitive and non-industrial societies. The changing labor force and the professional trend. Education and occupations. Organizational settings. Authority systems. Collegueship and work culture. Careers. Work and society. *Everett C. Hughes*



**Sc 570 Social Institutions (S; 3)**

The development and changes of various institutions characteristic of North American and similar societies. Their origins, the contingencies to which they are subject and their inter-relations. Special attention will be given to changes in traditional institutions, to the new types of institutions and to not-quite institutions.

Everett C. Hughes

**Sc 572 Complex Organizations (S; 3)**

A consideration of the origin, nature, and consequences of complex organizations in a variety of institutional areas of human life, including politics, education, science, business, labor, and the military. Particular attention is given the problem of effective leadership in the bureaucratic setting.

Ritchie P. Lowry

**Sc 573 Class, Inequality and Social Policy (F; 3)**

A critical review of the social stratification literature with an emphasis on social inequality; consideration of the social policy alternatives for dealing with social inequality from conservative, liberal, and radical perspectives. A consideration of: theories of class, status, and power; measurement of class and inequality; facts about the distribution of income, wealth, and social mobility; causes and consequences of class position and social mobility.

John B. Williamson

**Sc 660 Sociology of Religion (F; 3)**

An examination of the interrelationships of religion and social life with emphasis on the social forms and conditions of religious life.

Theo Steemon, O.F.M.

**Sc 661 Sociology of American Religion (S; 3)**

Analysis of the American religious experience; special attention to how American society dealt with the problems of pluralism and diversity, the concept of civil religion, the broadening national value of consensus, American religious organization; Denominationalism.

Theo Steemon, O.F.M.

**Sc 684 The Individual and Society (F; 3)**

This seminar will examine the different sociological and psychological theories that deal with explanations of integration and/or conflict between the individual and society. Particular attention will be devoted to the theories of Freud, Durkheim, Parsons, Erikson, Fromm, Reisman as well as more recent formulations. Contemporary issues of integration or conflict will be considered in designing more comprehensive models of the interaction between the individual and society. This seminar is primarily for graduate students but is open to senior majors in sociology or psychology.

Morc Fried

**Sc 685 Microenvironmental Analysis: Neighborhood and Community (S; 3)**

This course is a working research seminar. Data from one or more studies of neighborhoods and communities will be available for intensive analysis and possible follow-up of basic features in neighborhood or community life, the characteristics that differentiate communities, the effects of community experiences on individuals, and the implications for more general empirical and theoretical problems. Individual guidance will be provided for data analysis and reports. Open to juniors, seniors, and graduate students in the social sciences who have some preparation in statistics.

Morc Fried

**Sc 703 Basic Multivariate Statistics (F; 3)**

Contingency table analysis including measures of association and significance, t-tests, F-tests, analysis of variance, correlation, multiple regression, path analysis, and factor analysis. The DATATEXT statistical package will be used, but the actual submission of the computer runs will be optional. No prior experience in statistics or computer programming is assumed.

John B. Williamson

**Sc 704 Seminar on Social Anthropology (F; 3)**

The focus of this course will be on a cross-cultural approach to four major areas: community social organization, politics, economics, and religion. Students will be expected to conduct comparative analyses of selected case studies.

Jeonne Guillemain

**Sc 710 Advanced Research Methods (S; 3)**

The focus will be on reviewing and evaluating a wide range of social research methods. Among those to be considered are: content

analysis, the experimental method, gaming and simulation, secondary analysis, and the use of data banks, the use of public statistical records, the historical method, the case study approach, observational and nonreactive approaches, the comparative international approach, and survey research.

John B. Williamson

**Sc 711 Field Research Methods (S; 3)**

The nature and problems of observational field work in sociology. Special attention to the collection, retrieval and interpretation of observational data, the relationship between observational field work and other data gathering techniques. Students will be expected to work on individual field projects.

David A. Korp

**Sc 714 Sociological Study of Contemporary Institutions (F; 3)**

The organizational, ecological problems of various contemporary institutions: Institutions of middle and higher learning, churches and others. Typical crises of purpose in adjustment to changing conditions. Emphasis on methods of study. Each student will make a study of one or more institutions, doing field observation work where feasible.

Everett C. Hughes

**Sc 715 Classical Sociological Theory (F; 3)**

An examination of the classical European traditions in the historical development of general sociological theory including consideration of such thinkers as Marx, Spencer, Durkheim, Weber, Simmel and Freud.

Seymour Leventmon

**Sc 716 Contemporary Sociology Theory (S; 3)**

An examination of the development of modern sociological theory in the post-classical period particularly emphasizing the contributions of American thinkers, the "Chicago School," functionalists, neo-Marxists, and conflict theorists.

Seymour Leventmon

**Sc 718 Seminar in Symbolic Interaction (F; 3)**

Students will collectively read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar throughout will be on "conceptions of interaction and forms of sociological explanation." Among writers to be discussed might be included: Blumer, Garfinkel, Goffman, Mead, Weber, etc.

Dovid A. Korp

**Sc 722 Advanced Criminology (S; 3)**

The social implications of criminal behavior; its growing extent and changing nature; new concepts of crime — organized, white collar, government, political and military; the international scene. Student papers provide the basis for class discussion.

Benedict S. Alper

**Un 724 The Juvenile Court and Correctional Process (F; 3)**

A critical review of the juvenile court and the post-commitment process; training schools; probation and parole; alternatives to present dealing; community centers and half-way houses. Designed for students in sociology, law, education, psychology and social work.

Benedict S. Alper

**Sc 769 Seminar in Higher Education (S; 3)**

Study of selected problems in contemporary higher education with special attention to community colleges and private institutions.

John D. Donovan

**Sc 770 Political Sociology (S; 3)**

An analysis of the underlying social conditions that affect government and political behavior.

William C. Yoels

**Sc 774 Ethnohistoriography (F; 3)**

A seminar in methods and uses of documentary historical research in cultural anthropology and sociology.

Edward M. O'Flaherty, S.J.

**Sc 777 Community (F; 3)**

The course will examine current theoretical approaches to the subject of community and will attempt to develop new frameworks for community analysis that can be used in the development and application of social policy.

Mortin Lowenthol

**Sc 780 Seminar on Parsons (F; 3)**

Theo Steemon, O.F.M.



**Sc 799 Reading and Research (F, S; 3, 3)**

By Arrangement

The Department

**Sc 801 Thesis Seminar (F, S; 3, 3)**

By Arrangement

The Department

**Sc 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

By Arrangement

The Department

**Sc 900 Teaching Apprenticeship (F, S; 3, 3)**

By Arrangement

The Department

**Sc 901 Research Apprenticeship (F, S; 3, 3)**

By Arrangement

The Department

**Sc 902 Seminar in the Teaching of Sociology (F, S; 3, 3)**

By Arrangement

The Department

**Sc 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$90.00. Doctoral candidates must enroll each semester.

## Speech Communication and Theatre (Sa)

### Communication

**Sa 100 Fundamentals of Effective Oral Communication (F, S; 3)**

This basic course is concerned with informal speaking in committee, conference and other discussion situations. Interpersonal relations in these processes are studied. Students also gain experience in narration (story telling) and demonstration, expository speaking.

The Department

**Sa 101 Public Speaking (F, S; 3)**

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu and manuscript methods. A considerable use is made of video tape, so that students may evaluate their own progress.

The Department

**Sa 102 Group Processes: An Introduction to Group Dynamics (S; 3)**

This course concentrates on the problem-solving process using the group discussion method. While both sociological and psychological aspects are considered, the emphasis in the course is on group and interpersonal communication techniques. Attention is given to participation and leadership in problem-solving and policy making discussions.

Dormon Picklesimer, Jr.

**Sa 103 Reason in Controversy: Techniques of Argumentation (S; 3)**

This course will be concerned with the construction, presentation and criticism of arguments in contemporary public controversies.

Daniel M. Rohrer

**Sa 104 Influence and Action: Elements of Persuasion (F; 3)**

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations.

Dormon Picklesimer, Jr.

**Sa 106 Radio: An Introductory Course (F; 3)**

Areas to be studied include: history of radio, the Federal Communications Commission, broadcast law, radio station operation and radio programming. Practical experiences center on audio production and performance, newswriting, and commercial writing.

Robert Leffingwell

**Sa 107 Television: An Introductory Course (S; 3)**

Areas to be studied include: history of television, the Federal Communications Commission, broadcast law, television station operation and television programming. An important part of the course is television production and performance.

Robert Leffingwell

**Sa 109 Introduction to Journalism (S; 3)**

See professor for prerequisites

This course is concerned with several areas of press composition including news reporting, feature writing, sports, editorial comment and general layout.

Arnold Reismen

**Sa 113 Communication Theory (F; 3)**

A study of communication theories and models with emphasis on the application of historical principles to modern controversies.

Jeffrey Hort

**Sa 116 The Nature of Criticism (F; 3)**

The first concern of this course is the particular logic which should permeate criticism of the public address (speech making) as a communication media. Attention is also given to the critical methodology employed by the evaluator in judging a speech. Students do selected readings in the works of Leo Spitzer, Kenneth Burke and other contemporary critics and theoreticians. Current and controversial public address is reviewed. In course papers, students analyze and criticize the work of other critics or evaluate works which interest them.

Jeffrey Hort

**Sa 118 The Rhetoric of Women's Rights (3)**

The feminine revolution, the demand for absolute equality in all spheres of American civilization are treated in this survey course. The suffragettes of the early twentieth century, the women rightists of the F.D.R. era, the contemporary Women's Liberation Front and Bread and Roses are studied.

Mortho Horn

Guest Professor

**Sa 122 Performance on Radio and Television (F; 3)**

This course is concerned with the several performance areas in the broadcast media. Primary attention is on news, commercial and script announcing. The criteria employed in the critical evaluation of performance is also studied.

Robert Leffingwell

**Sa 205 Persuasive Argumentation (S; 3)**

See Instructor for prerequisite

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation of logical argumentation, audience analysis and adaptation of argument to specific audiences. Students may participate in a program of symposia and debates before community organizations in all parts of the nation.

John H. Lowton

**Sa 210 Freedom of Speech and Association (S; 3)**

The historical, philosophical and legalistic background of the limitations on free expression with a survey of relevant cases. Topics such as censorship, privileged protection of newsmen, libel, defamation and slander, executive privilege, government surveillance and utilization of information on private activities of U.S. citizens, repression of dissent and minority groups, etc., will be scrutinized within the context of free speech theories that have emerged in the 20th Century decisions of the U.S. Supreme Court.

Daniel M. Rohrer

**Sa 211 Conflict and Controversy in American Public Address (F; 3)**

The role of public address in the resolution of major conflicts in American political and intellectual history.

Not offered 1973-74

Dormon Picklesimer, Jr.

**Sa 214 The American Film: Influencing Action in the Business and Political Communities (F; 3)**

This course is concerned with the role of films in shaping public opinion and influencing decision making. Students will view and analyze moving pictures released by agencies in the Federal Government with a view toward arousing sympathetic public response. Various documentaries circulated by Department of the Interior, Defense and Health, Education and Welfare will be given special attention. Network documentaries such as "The Secret War" and "Hunger in America" will also be shown and discussed. Attention



## 174 / Description of Courses

### SPEECH COMMUNICATION AND THEATRE

will be given as well to advertising and documentaries released by business concerns. Thus, the thrust of the course is to broaden student understanding of the cinema as a significant agency in influencing public opinion.  
*John H. Lawton*

#### **Sa 215 Rhetoric of Contemporary Dissent (F; 3)**

An analysis of the rhetorical techniques of the Old and New Left, the Black revolution and the right-wing movements in recent American history.

Not offered 1973-74

*The Department*

#### **Sa 217 Rhetoric and Poetic (S; 3)**

In the first section the class looks at the nature of both rhetoric and poetic. Methods for subjecting poetic works to rhetorical examination will be discussed. Thereafter critical attention will be focused on instances of drama (Shakespeare and Pinter), the novel (Beckett and Vonnegut) and films (Easy Rider, Night and Fog). The principles of rhetorical criticism will, of course, be employed. Critical papers on particular works on theoretical issues pertaining to rhetoric and poetic conclude the course.

*Jeffrey Hart*

#### **Sa 220 Rhetoric of Contemporary Political Conflict (F; 3)**

A survey and analysis of the power struggle between the Executive and Legislative branches of the Federal government.

*Daniel M. Rohrer*

#### **Sa 221 Writing for Radio and Television (S; 3)**

The development of the idea, content and form of broadcast scripts. Emphasis will be on the preparation of written scripts for a variety of radio and television shows.

*Robert Leffingwell*

#### **Sa 222 Broadcasting – A Critical Evaluation (F; 3)**

An exploration of contemporary radio and television from a critical viewpoint. An appraisal of network and local station programming policies and program content – including entertainment, news, public affairs and children's programs. Also being studied are broadcasting economics, advertising and the business corporation; legal regulations; and the sociological impact of the media.

Not offered 1973-74

*Robert Leffingwell*

#### **Sa 223 Comparative Broadcast Systems (S; 3)**

A survey of national and international communications systems. Emphasis is on the control and operation of radio and television in the various countries of the world and on world communications problems.

*Robert Leffingwell*

#### **Sa 224 Radio Production (S; 3)**

Prerequisite: Sa 106.

This course is concerned with a study of the elements of broadcast production. The main focus is on the creation, organization and aesthetic incorporation of these elements in radio programming material.

Not offered 1973-74

*Robert Leffingwell*

#### **Sa 225 Propaganda and A War Climate (F; 3)**

This course is concerned with the role of propaganda in creating war fervor. The escalation of American intervention in Vietnam (1965-1969) and the national support of this policy serves as a case study. Pro-intervention propaganda aimed at various political, religious and regional groups is analyzed and discussed. Extensive use is made of films and of radio and television broadcasts. Several guest experts from neighboring universities join the professor and students in their analysis and dialogue. Assigned readings provide students with pertinent background information.

Not offered 1973-74

*John H. Lawton*

#### **Sa 230 The Film Critic's Role (F; 3)**

Class is concerned with the critic's role in evaluating cinema as artistic and meaningful communication. Attention is given to such essentials of film production as the script, characterization, dialogue, setting and direction which must be appraised by the critic as he evaluates a motion picture. Other central factors, including photography, editing, montage, decor and animation also receive attention. Class members, assuming the critic's role, undertake sequence by sequence analyses of selected excerpts. In this process they concentrate on film masterpieces as well as on pretentious failures. During the final weeks of the course students view several

contemporary films and present their own complete and carefully organized critiques. The professor is joined in the class by several distinguished critics who discuss their role with the students. Discussion and open forum insure an educative experience for all concerned.  
*John H. Lawton*

#### **Sa 231 The Rhetoric of the Dusk (S; 3)**

Class focuses on the current revival in occult practices which has produced its own persuasive apologists. Class analyzes the preachments of several Satanic cults and reviews the pronouncements of the White Witches, the Warlocks, the Black Witches and related groups. What is the derivation of these creeds and how is the present revival linked to past re-emergences? Students are also concerned with the significance of this revival for contemporary society. In addition to the background lectures of the two professors and the screening of relevant films, students will hear guest lecturers who will join them in appraising the current revival in the occult.

*Departments*

*Speech Communication and Philosophy*

#### **Sa 232 Interpersonal Communication (S; 3)**

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations including employment interviews, conferences between subordinate and superior and the committee meeting. Both verbal and non-verbal communication techniques are stressed.

*Dorman Picklesimer, Jr.*

#### **Sa 319 Religion as Persuasion (S; 3)**

This course will focus on the rhetorical or persuasive dimension of religion. Attention will be paid, in particular, to the art of preaching. By examining the sermons of leading figures in American history (i.e. Jonathan Edwards, the Mathers), the course will explore basic forms of religious rhetoric. What are the persuasive mechanics of a revolution in religious sensibility? How does a religious status quo defend itself? Are there analogies between past eras in religious history and contemporary phenomena in man's religious life? These are some of the questions the course will seek to find out how language is used to form, to manipulate, to reinforce those beliefs which constitute man's religious consciousness. (In special cases 319 is open to freshmen and sophomores).

*Jeffrey Hart*

#### **Sa 397 Research and Reading in Speech Communication (F, S; 3)**

Permission required.

*The Department*

## Theatre

#### **Sa 140 Introduction to the Theatre (F; 3)**

Course emphasizes factors which influence form and content in dramatic literature. Attention is also given to director's, actor's, and designer's role in modern theatre practice. *Donald Shandler*

#### **Sa 141 Oral Interpretation of Literature (F; 3)**

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication.

*The Department*

#### **Sa 144 Elements of Theatre Production (F; 3)**

Lecture-laboratory course which familiarizes students with set construction, lighting, costuming, make-up and other elements of stage production.

*Donald Shandler*

#### **Sa 145 History of Theatre I (F; 3)**

This course follows the simultaneous development of actor, playwright, architect and director from the Dionysian theatre to the theatre of Shakespeare.

*Joseph M. Larkin, S.J.*

#### **Sa 146 History of Theatre II (S; 3)**

Prerequisite: Sa 145.

Course deals with the theatre from Restoration century to 1900. Growth of the American theatre and developing European forms are considered.

*Joseph M. Larkin, S.J.*



**Sa 147 Modern Theatre (S; 3)**

A comprehensive history of the theatre course covering sixty years of modern drama from Henrik Ibsen to Edward Albee. Concern for the changing forms of theatrical and dramatic techniques studied by reading, discussing and staging scenes from representative plays.

*Donald Shandler*

**Sa 152 Creative Dramatics (F; 3)**

Creative Dramatics is the study of informal drama activity for children existing solely for the enjoyment and benefit it can provide them. Teachers and parents, recreation and social workers are encouraged to study the development of spontaneous informal play as a loosely structured imaginative form of personal expression. Techniques of improvisation, sense recall, music and movement are employed to help guide the child's growth as a flexible, original and sensitive individual.

*Donald Shandler*

**Sa 153 Scene Design (F; 3)**

Prerequisite: Sa 144.

A study of the artistic and practical elements involved in preparing a stage setting. The history of scene design and its relation to other art forms will be investigated.

Not offered 1973-74

*The Department*

**Sa 156 Black Theatre: Its Contemporary Literature (F; 3)**

The purpose of the course is to introduce students to contemporary black playwrights and the forms these playwrights employ to communicate their message. Particular emphasis will be placed on the social purpose of the playwrights as well as on their creative process.

Not offered 1973-74

*The Department*

**Sa 157 Black Theatre: Presenting the Play in the Black Community (and elsewhere) (S; 3)**

Work in the second semester will grow organically out of the first. Plays including unpublished manuscripts, studied in the first semester, will be reviewed from the production standpoint. In the concluding portion of the course, class members will select a play, produce it and present it in the black community and elsewhere.

Not offered 1973-74

*The Department*

**Sa 159 Children's Theatre (S; 3)**

Dramatic and theatrical techniques of selecting and producing plays for children's audiences will be the concern of this course. Both traditional and experimental plays serve as source material for special consideration of problems of settings, costumes and lighting.

*Donald Shandler*

**Sa 242 Theory and Practice of Acting I (F; 3)**

This introductory course will be concerned with the fundamentals of acting. The techniques of observation, imagination, concentration and sensory recall will receive attention. Employment of voice and body in developing characterization will be studied.

*Joseph M. Lorkin, S.J.*

**Sa 243 Play Direction I (F; 3)**

A course in the fundamentals of script analysis, blocking and interpretation. Investigation of various schools and techniques of play direction.

*Joseph M. Lorkin, S.J.*

**Sa 250 Theory and Practice of Acting II (S; 3)**

Prerequisite: Sa 242.

This course will concentrate on scripted materials and on building specific characterizations. Some attention will be given to the various styles of acting appropriate for pre-modern drama.

*Joseph M. Lorkin, S.J.*

**Sa 251 Play Direction II (F; 3)**

Prerequisite: Sa 243.

A continuation of Sa 243, this course will stress performance. The student will be expected to prepare several scenes for class evaluation and discussion.

Not offered 1973-74

*J. Poul Marcoux*

**Sa 254 Playwriting (S; 3)**

Permission of instructor required.

This is a laboratory course dealing with the basic elements of the playwright's art. A fully developed short play will be required. Some of these will be given a public production.

Not offered 1973-74

*The Department*

**Sa 255 Speech and Theatre Activities for the Exceptional Child (S; 3)**

This course concerns itself with the developing and implementing a comprehensive program in speech and theatre for the handicapped child in special education or regular classes. The recreational and therapeutic effects of such activities as creative dramatics, oral reading, choral speaking, puppetry and formal dramatics are carefully considered. Emphasis is on adjusting methodology in speech and theatre education for children with special needs and abilities. Speech improvement at various educational levels is also an important consideration. Class demonstrations, observation, guest lectures and laboratory experiences are an integral part of this course, which may be taken for special education or for speech communication and theatre credit.

*J. Poul Marcoux*

**Sa 348 Experimental Theatre (S; 3)**

Prerequisite: Sa 146, Sa 147, or permission of the Instructor.

An intensive study of several European playwrights who have helped to establish trends in the contemporary theatre. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as "theatre of the absurd", "theatre of the grotesque", "theatre of cruelty", "theatre of ritual", and others.

*J. Paul Marcoux*

**Sa 355 Theatre Aesthetics and Dramatic Criticism (S; 3)**

Prerequisite: Sa 146, Sa 147 or permission of the instructor.

Historical and contemporary theories of art as they apply to the theatre are considered. Criteria for judging relative values of current theatrical theory receive attention.

*Joseph M. Larkin, S.J.*

**Sa 398 Research and Reading in Theatre (F, S; 3)**

Prerequisite: Senior standing and 12 credit hours in theatre.

*The Department*

**Speech Pathology and Audiology****Sa 170 Anatomy and Physiology of the Vocal Mechanism (F; 3)**

A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience and patient presentations.

*Kenneth Nakono*

**Sa 171 Phonetics (S; 3)**

A study of the International Phonetic Alphabet with work in transcription.

*Gail-Anne McGroth*

**Sa 272 Introduction to Speech Pathology (F; 3)**

Prerequisite: Sa 170, Sa 171.

A study of common speech handicaps with concentration on articulation, delayed speech and stuttering.

*Gail-Anne McGroth*

**Sa 273 Diagnostic Procedures (F, S; 3, 3)**

Prerequisite: Permission required.

An introduction to testing procedures in speech and language evaluation. Class lectures supplemented by testing observation and clinical practicum

*Robert Shopiro*

**Sa 274 Audiology (F; 3)**

Prerequisite: Sa 170, Sa 171.

A study of the mechanisms of hearing, hearing aids, speech reading and audiometric testing.

*Howard Zubick*

**Sa 375 Seminar in Speech Pathology (S; 3)**

Prerequisite: Permission required.

A program of supervised therapy in the Boston non-public school system.

*Borbora Krupat*

**Sa 376 Clinical Practice (F; 3)**

Prerequisite: Permission required.

A program of supervised therapy in the Boston non-public school system.

*Borbora Krupat*

**Sa 399 Research and Reading in Speech Pathology and Audiology (F, S; 3)**

Prerequisite: Permission required.

*The Department*



## Theology (Th)

### Th 001 Introductory Biblical Hebrew (F, S; 3)

This course will be devoted to the acquisition of the fundamentals of Biblical Hebrew grammar and a working vocabulary.

*Jeremiah Donovan, S.J.*

### Th 003 Biblical Hebrew (F, S; 3)

*Prerequisite:* Knowledge of Hebrew Th 001 required.

Sections of Genesis will be read to prepare the student for wider excursions in the Hebrew Old Testament. *Jeremiah Donovan, S.J.*

### Th 010 Principles of Jewish Theology (F, S; 3)

A survey of the basic principles of religion and their expression in Judaism; and examination of Jewish religious ideas as expressed in literature set within its historical context. *To Be Announced*

### Th 021 Introduction to the Old Testament (F, S; 3)

A critical analysis of the Old Testament, using modern form criticism technique. Salvation history in Egypt and the Exodus. The covenant and the Mosaic code. Conquest, kingdom and exile. The prophetic protest. *Joseph J. Connor, S.J.*

### Th 025 Major Prophets of the Old Testament (F, S; 3)

This course will present a study of the personality and teachings of the chief prophets of Israel and their relevance for Christianity. *Joseph J. Connor, S.J.*

### Th 027 A View of the Old Testament (F; 3)

A tour of the Old Testament, with special attention to its theologies, cultural background, and the archeological evidence.

*Fred Moriarty, S.J.*

### Th 039 Introduction to the Old Testament and Gospels (F, S; 3)

The first half of this course will be devoted to the Old Testament. Readings in most of the books of the Catholic canon will introduce the student to a first-hand knowledge of the Bible text. There will also be class discussions of the more mature conclusions of contemporary Biblical study. The second half of the course will comprise a study of the four Gospels to evaluate them as historical sources, but also to illustrate the synoptic relationships and the influence of early Church situations of the formation of the Gospels.

*Jeremiah J. Donovan, S.J.*

### Th 050 Introduction to the New Testament (F, S; 3)

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings. Section 02 is held second semester only.

*PHEME PERKINS*

### Th 075 The Problem of the Historical Jesus (S; 3)

Who was Jesus of Nazareth? What can modern historical-critical analysis tell us of his life and teachings? Is the Jesus of faith the same person who walked the roads of Palestine? The course will deal with the relationship of Jesus to the various political and religious power structures of his time: the Roman occupation, the (religious-political) revolutionary zealots, the priestly caste which collaborated with the Romans, the popular expectations of the people and of Jesus' own disciples.

*Robert Daly, S.J.*

### Th 080 God and Revelation (F, S; 3)

The basic predicate of Christianity is that God has made Himself known to man in a way which man could never himself attain. This course will consider the possibility of his revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

*Patrick J. Ryan, S.J.*

### Th 085 Faith, Reason and Revelation (F, S; 3)

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course. Section 02 is held first semester only.

*David F. Carroll, S.J.*

### Th 086 New Testament Theologies (F, S; 3)

The Synoptic Gospels, our sources about Jesus, are the product of an intense period of theological development since the Resurrection. Form criticism and composition history are therefore explained, and an idea of the purpose of Mark's Gospel is gained before attempting to form a concrete view of the historical appearance of Jesus' ministry. The Resurrection, or rather the earliest Christian community's interpretation of it, forms the second main area of the course. Then Paul's situation and some main themes of his theology are brought to light out of a sampling of his writings. The main goal of the course is to make more acute our awareness that Christian theologies are embedded in history and historical process. Section 02 is held first semester only.

*Paul Misner*

### Th 093 Honors Theology (F, S; 3)

Entrance to this course arranged through the Honors Program of the College of Arts and Sciences.

*Mary Daly*

### Th 097 Honors Theology (F, S; 3, 3)

Entrance to this course arranged through the Honors Program of the College of Arts and Sciences.

*William Burke, S.J.*

### Th 099 Seminar for Majors (F, S; 3)

This seminar meets under the chairmanship of J. Frank Devine, S.J., and follows a theme of theological reflection. Guest lecturers from the department assist. Open to majors, and to all students who have the necessary background.

*J. Frank Devine, S.J.*

### Th 119 Dissent and Community in the Early Church (F; 3)

The early Christians as a dissenting group; the nature of early Christian community, and the emergence of its radical ethic into a hostile world. Relation of the early community to state and society, and significance for modern social issues. Documents of the early community will be read in translation.

*Margaret Schatkin*

### Th 151 Christian Biographies (F, S; 3)

An examination of six persons noted as founders and foundresses of religious orders and Protestant denominations since 1500. The historical setting together with the story of the person's life are in each case related to the theological concerns which were at stake. Persons studied will be Martin Luther, Ignatius Loyola, Teresa of Avila, George Fox, John Wesley, and Mary Baker Eddy.

*Robert S. Brightman*

### Th 160 History of Christian Thought (F, S; 3)

A survey of the development of major theological movements as they have emerged in the history of the Christian Church. Beginning from the Apostolic Fathers, the theological trends of the patristic period, both eastern and western, and the early ecumenical councils will be considered. The medieval period will next be examined as well as the theological insights of the Reformation in both its Protestant and Catholic expressions. Finally theological developments in recent centuries will be noted.

*Robert S. Brightman*

### Th 167 Greek and Roman Religion (F, S; 3)

This course aims at a study of those aspects of Ancient Greek and Roman religion which are most directly relevant for an understanding of the milieu of Early Christianity. What were the principal (Pagan) religious ideas and practices of the first, second and third centuries B.C. and A.D.? What were their origins and their meaning for the average man? What was their future? How are we to understand such things as Polytheism, Mystery Religions, the Persecutions of the Christians, Roman State Religion, etc.

*David Gill, S.J.*

### Th 168 Great Asian Religions (F; 3)

This course introduces the student to the history and literature of the major Asian religious traditions: Hinduism, Jainism, Buddhism, Confucianism, Taoism and Shinto. In addition, biographies of western converts to some of these religions are read to provide some points of comparison with western religious experience.

*PHEME PERKINS*

### Th 169 The Scientific Study of Religion (S; 3)

This course will examine the methods and results of the various social sciences in their approach to the study of religion. The ancient religions of the Egyptians, Babylonians, Israelites and early Christians, as well as modern Christianity and the American civil religion, will be examined.

*Thomas Wangler*



**Th 170 The Mystery of the Church (F, S; 3)**

This course will investigate: the Church's teaching about her own nature as found in the documents of Vatican II; the Church in the New Testament; the relationship of the Church today to the Kingdom preached by Jesus Christ. The secular meaning of the Gospel and the secular mission of the Church and a survey of contemporary theology on the mission of the Church will also be studied.

*Rev. John Toomey*

**Th 177 The Church of Vatican II (F, S; 3)**

This document of Vatican II has been called the most momentous achievement of the council. As a manifestation of the self-understanding of the Church in our day, it speaks of its mastery, the dignity and apostolate of its people, the nature and reason for its hierarchical structure, its relationship to other religious communities, the ingredients required in forming a Catholic conscience, what a Catholic is or ought to be, etc. These topics will be studied in the context of the confusion, anxieties, secularism and subjectivity of our times.

*Daniel J. Sounders, S.J.*

**Th 179 Lay People in the Church (F, S; 3)**

In this course the role of the layman within the Church is studied in the light of history, Scripture and Papal documents, with an emphasis on changes that have been brought about by the Second Vatican Council. The emphasis is more on the pastoral applications than on speculation.

*Edward Stonton, S.J.*

**Th 185 Theology of Marriage (F; 3)**

This course is an investigation of marriage as an institution and a sacrament, in the light of the Judaeo-Christian tradition. In the light of that tradition it will examine the problems, the successes and the failures most frequently encountered in the preparation for, and the living of Christian Marriage in contemporary America.

*Edward R. Collohon, S.J.*

**Th 185 Theology of Marriage (F, S; 3)**

This course will seek to examine the meaning of marriage in Catholic Theology and to investigate the relevance of the theological data for contemporary man in view of recent sociological and psychological factors. The nature of human love and special problems of sexual morality will be considered.

*Potrick J. Ryon, S.J.*

**Th 190 Theology of Religious Experience (F, S; 3)**

A study of the development of religious consciousness together with its roots and expressions in both the individual and the religious group. Such topics as the following will be treated: religious quest, religious identity, conversion experiences, religious maturity, the sacred and its meaning.

*Charles Heoley, S.J.*

**Th 191 Non-Christian Religions, Christianity and the Church (F, S; 3)**

This course commences with the study based on the historical, psychological and philosophical researches of such specialists as Micrea Eliade, Etienne de Greef, Rudolph Otto, and Antoine Vergote, concerning the reality of man's religious affectivity and attitude. Exemplifying this religious psychology toward the sacred and profane, in brief surveys of the major historical religions, particularly Hinduism, Buddhism, Judaism and Islamism, the course concludes, in its study of Christianity, with a presentation of the Church as the "all embracing sacrament of salvation," as the Second Vatican Council has proclaimed it. Conciliar documents stressed will be the Dogmatic Constitution on the Church, the Decree on the Church's Missionary Activity, and the Declaration on the Relationship of the Church to Non-Christian Religions.

*Miles Foy, S.J.*

**Th 193 Communities (S; 3)**

This course will study the origin, growth, comparisons, contrasts and problems of three communities, Jewish, early Christian and modern Christian, as found in the Old Testament and New Testament and in the documents of Vatican II.

*David Carroll, S.J.*

**Th 195 Mysticism Compared (F, S; 3)**

This course treats the Christian Mystics Ignatius Loyola and John of the Cross as well as studies of the Mystical Monotheisms of the Indian Hindu and the Islamic Moslem.

*Dovid Cumiskey, S.J.*

**Th 196 Mystical Theology (F, S; 3)**

The ascetical preludes to the encounter with the Mystery of the Trinitarian God within and outside of the Christian Community; the metapsychology of numinous experience; the experiential connotation of Revelation in relation to apostolic involvement; the thematic continuity and development of Christian spirituality from encounter, to involvement, to Covenant; modes of this encounter, sacramental, contemplative, conceptual and nonconceptual, interpersonal.

*William J. Burke, S.J.*

**Th 200 The Gods of Atheism (F, S; 3)**

A study of the new world wide apocalypse – the mystery of modern man's adventures in organized humanistic atheism. Seventeen intellectual giants – not all atheists – are studied directly and a host of others collaterally. The course is divided into four parts, each emphasizing a pull in man's spirit that attracts him to create gnostic, utopian deities as replacements for the God of the Sacred Scriptures.

*Dovid R. Cumiskey, S.J.*

**Th 210 Theology of Christ and Mary (F, S; 3)**

From Scriptural and Conciliar references the course will concentrate on the uniqueness of the person and redemptive mission of the Incarnate Word. Past historical and contemporary modern Christological questions will be introduced, as well as the considerations of scholars such as Teilhard de Chardin, Wolfhart Pannenberg, and Chretien Duquoc. Establishing the Christological-Mariological relationship, the collaboration of Mary with Christ and his mission will be studied, and conclusions of scholars like Max Thurian, Otto Semmelroth, and Alois Muller will be discussed, in an attempt toward establishing the theology of Mary in its proper theological and ecumenical perspective.

*Miles L. Foy, S.J.*

**Th 220 Gods, Images and Idols (F, S; 3)**

This course will present how the concept of God has been expressed in different times amongst different peoples. The attempt will be made to discuss the value of these different approaches to God for the contemporary world. Lectures twice a week, with students meeting with the instructor in his office once every other week.

*Thomas Fitzpatrick, S.J.*

**Th 235 Death and Resurrection (S; 3)**

An analysis of death from medical, psychological and theological points of view; the tradition of the doctrine of resurrection, and its antecedents; resurrection in the framework of history and community.

*T. P. O'Molloy, S.J.*

**Th 245 What is Christianity? (F; 3)**

In this course, a coherent and reflective overview of the meaning of the mysteries of Christianity will be given, in lectures, readings and discussions.

*Rev. Richard McBrien*

**Th 258 Bases for a Social Ethic (F, S; 3)**

The issue of socratic enterprise of self-realization today: theological scrutiny of the implications of the democratic principle in education and politics by means of a discussion of debates within the Democratic left (e.g. Marcuse, Habermas, Freire, etc.) on such topics as critical consciousness, critique of ideology, revolutionary humanism, cultural revolution.

*Fred Lowrence*

**Th 270 Architecture in Worship (F, S; 3)**

An examination of the interior functional arrangements of the worship areas in churches in the light of the theological and liturgical beliefs which inform these arrangements. Particular attention is devoted to the location and function of the pulpit, altar-table and baptistry. The approach is historical and denominational in that churches from various periods of history and of different denominations are examined. Several field trips to churches in surrounding areas are taken and slides of a number of churches are shown.

*Robert S. Brightman*

**Th 272 The Nature, Dignity and Destiny of Man (F, S; 3)**

Some structures of belief and non-belief; structures of Catholic behavior and belief.

*Felix Tolbot, S.J.*

**Th 274 Faith, Personal Identity and Social Mythology (F, S; 3)**

This course will discuss the present and future role of Christianity with respect to our contemporary cultural crisis. In attempting to relate the Christian reality to the formation, deformation and transformation of man (his worlds of everyday experience, of



theory, of historicity), the course proposes an extended exercise in personal reflection on concrete experience in order to thematize the experience of transcendence in terms accessible to contemporary sensibility.

Fred Lowrence

#### **Th 276 Theological Issues in the Modern World (F, S; 3)**

This course sets out to explore the cultural lag that has developed between present-day culture and the sensibility that goes with it, and conventional Christianity. The demise of ecclesiastical structures, the harmony of the universe, and the Word of God in the Bible as the traditional loci of the experience of God in faith is then dealt with. The course then goes on to explore the various ways in which Schleiermacher, Bultmann, Tillich, Barth, Brunner, and Bonhoeffer dealt with the vacuum caused by the demise of conventional Christianity. Finally, it will be attempted to arrive at some conclusions about the possibilities of belief-cum-intellectual-integrity in a secularized world; in this context the notions of faith, dogma, spirit, church, and humanness will reemerge in a radically new way.

Frans Jozef van Beeck, S.J.

#### **Th 278 Christian Attitudes Toward War & and Peace (F, S; 3)**

Pacifism, the Just War, the Holy War or Crusade: the origins and history of these three fundamental attitudes toward war and peace (from the Old Testament to the present, but with special emphasis on the New Testament) will be subject to rigorous theological analysis. Current problems will often be mentioned, but this will not constitute the major part of the course which will attempt to counteract the misconception and oversimplification which so often vitiate contemporary debate on war and peace. Section 02 is held first semester only.

Robert J. Daly, S.J.

#### **Th 292 Sociological Study of Religion (F, S; 3)**

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.

Theodore Steemon, O.F.M.

#### **Th 299 Readings and Research (F, S; 3, 3)**

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number.

The Department

#### **Th 303 Genesis: A Jewish Interpretation (S; 3)**

A seminar examining the primary book of the Bible for its literary composition, historical roots, moral and theological implications.

Albert Goldstein

#### **Th 360 The Pauline Tradition (S; 3)**

After discussing the personality, career and theology of the apostle Paul as it is reflected in his letters, this course studies the later followers, opponents and interpreters of Paul. The impact of his theology on the later church will be traced. Finally, some attention is given to modern Jewish, Christian and psychoanalytic interpretations of the apostle.

Pheme Perkins

#### **Th 362 Colloquium on Acts (F, S; 3)**

A study of the structure and background of Acts, with notice taken of the relevant sections of Paul's letters.

Dow, Gill, O'Molloy, Renchon

#### **Th 400 History of the Early Church (F; 3)**

Tracing doctrinal developments, and institutional changes against the backdrop of events in the widening world of early Christianity, this course will begin with the post-New Testament, apostolic period, and end with the death of Augustine of Hippo. Taught on the campus of Andover Newton Theological School.

T. P. O'Molloy, S.J.

#### **Th 419 Medieval Latin (F; 3)**

Designed as a reading course, most of the focus of the course is on gaining facility in the various forms of Latin from Jerome to the high Middle Ages, in both prose and poetry, religious and secular.

Morgoret Schotkin

#### **Th 455 Tradition and Change (F; 3)**

In the nineteenth century and since, the problem of change and continuity with the traditional was felt more sharply than ever before. In this course an analysis of the problem, the chief figures essaying a theological solution, and the present state of the question will be studied.

Poul Misner

#### **Th 452 European Christian Thought (F, S; 3)**

Prerequisite: any two semesters of Hs 001 through Hs 098.

A two semester survey of the development of modern Christian thought, with an emphasis on the institutional impact of these developments.

John Willis, S.J.

#### **Th 463 Catholicism and Crisis in Western Europe (S; 3)**

Prerequisite: Europe since 1500.

The development of Social Catholicism and Christian Democracy in the 19th and 20th centuries has profoundly influenced both European History and Roman Catholicism. This course, offered jointly by the Departments of History and Theology, will examine such topics as the Revolution and Restoration in France, the "Roman Question," the Kulturkampf in Germany, Christian Democracy in the present century and new efforts to construct a Political Theology.

Poul Misner

#### **Th 466 The History of the American Catholic Faith (S; 3)**

This course will trace the history of American Catholicism from John Carroll to the present with special emphasis on the history of the Faith of American Catholicism.

Thomas Wongler

#### **Th 470 Mission of the Church in Recent Theology (S; 3)**

An investigation of two central questions in contemporary Christian theology: the secular meaning of the Gospel, and the secular mission of the Church.

Rev. Richard McBrien

#### **Th 480 Sacramental Theology (F, S; 3)**

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual with God, and requires, normally, union with Christ in the Church by means of the sacraments. This union of life and worship, involves the theological questions of grace, the priesthood, and the liturgy, which will be emphasized in the course.

Felix Tolbot, S.J.

#### **Th 488 Christian Sacrifice (S; 3)**

A survey analysis of the Jewish and Early Christian origin of the Christian idea of sacrifice. The relevance for the modern concept of sacrifice and worship of the material discussed will be constantly brought under discussion.

Robert Daly, S.J.

#### **Th 489 The Theology of the Eucharist (F; 3)**

A study of the Christian Eucharist in its historical origins in the sacrifices and sacred meals of the Old Testament, in its institution by Christ, and in the New Testament theology of the Eucharist. The early Christian theology and practice of the Eucharist, with a study of the major early Christian Eucharistic texts. The sacramentalization and institutionalization of the Eucharist, when it was increasingly modelled after the Old Testament systems of priesthood and sacrifices — a model which the very early Church seemed to reject. The major developments and controversies associated with the Eucharist from the patristic age to the present. Modern Eucharistic developments and controversies. The Eucharist as the life and center of the Church and the believing community of Christians.

Robert Daly, S.J.

#### **Th 490 Contemporary American Spirituality (F; 3)**

An investigation of main trends in contemporary American Spirituality with major emphasis on the writings of Thomas Merton. Special attention will be given to the existing tension between prayer (contemplation) and action.

Charles Healey, S.J.

#### **Th 496 The Jesuits: History and Spirituality (S; 3)**

A study of the main aspects of Jesuit life and spirituality through an investigation of the visions of Ignatius of Loyola, the *Spiritual Exercises* and the Constitutions, and practice in history.

Charles Healey, S.J.

#### **Th 498 Mystical Theology (F, S; 3)**

The ascetical preludes to the encounter with the Mystery of the Trinitarian God within and outside of the Christian Community; the metapsychology of numinous experience; the experiential con-



notation of Revelation in relation to apostolic involvement; the thematic continuity and development of Christian spirituality from encounter, to involvement, to Covenant; modes of this encounter, sacramental, contemplative, conceptual and nonconceptual, interpersonal. *William Burke, S.J.*

**Th 499 Liturgy (F; 3)**

Taught by the liturgical commentator for *Notionol Cotholic Reporter*, this course will study theory and practice of liturgies, especially contemporary ones. *Joseph Nolon*

**Th 524 The Idea of Revelation (S; 3)**

This course will concentrate on twentieth century theories on revelation; its possibility, modes and theological interpretation. *Rev. Richard McBrien*

**Th 527 Religion and the Oppression of Women (F; 3)**

A study of scapegoat religion and its promotion of the sacrifice of women, including an analysis of symbols, ideologies, and structures. *Mory Doly*

**Th 529 Nietzsche and Christianity (F; 3)**

Origin and nature of contemporary existential thought as seen through Nietzsche's principal works (*Zoroastro, Beyond Good and Evil, Genealogy of Morals, Twilight of the Idols, The Antichrist*). The new atheism and the notion of post-Christianity. Particular emphasis on the relation of Christianity to modern thought. This course is also of interest to students in Political Science. *Ernest Fortin, A.A.*

**Th 555 Women's Liberation and Ethics (S; 3)**

A critique of prevailing morality and an effort to think creatively toward feminist ethics. *Mory Doly*

**Th 563 War and Peace: The Christian Context (F, S; 3)**

Offered by the Director of the Program for the Study of War and Peace, this course will attempt to lay out the general field in terms of which a Christian Theology of peace should be discussed. Not only peace and war, but Christian life itself. *James Holpin, S.J.*

**Th 566 Ethics and the Urban Ethos (S; 3)**

*Prerequisite:* previous course in social ethics of sociology of religion. An investigation of the ethical, sociological and ecclesiastical implications of the values, structures, institutions and patterns of change in the modern urban ethos. *Theodore Steemon, O.F.M.*

**Th 569 Moral Problems in Modern Medicine (F; 3)**

The purpose of this course will be to acquaint pre-medical students with the moral and philosophical problems engendered in medicine; to provide a forum to discuss these problems; to provide a context that will help to define and resolve these and future problems that may be encountered professionally. Seminar-type sessions will be based on relevant articles from the general medical literature, with an occasional guest moderator having expertise in the area under discussion. Topics to be discussed will include: population; confidentiality; chemical and biological warfare; transplantation, etc. This course will be team-taught with Dr. Eugene LaForet, M.D. *Thomos P. O'Molley, S.J.*

**Th 580 Natural Law (S; 3)**

Analysis of the origin and various forms of the Christian natural law doctrine. Emphasis on Early Christian and Medieval authors – Natural law and history. The contemporary critique of natural law. This course is also of interest to students in Political Science. *Ernest Fortin, A.A.*

**Th 585 Group Dynamics and Theological Models (S; 3)**

*Prerequisite:* Prior exposure to group dynamics. This will be a classical group dynamics seminar, conducted in the form of a T-group, in which the participants use the experiences generated in the group to further their learnings about themselves, the other participants, and group process. Openness, honesty, interpersonal risk-taking; trust building, constructive use of conflict, intimacy issues will be explored; attempts will be made to create a climate where new behavior can be safely tried. Conceptualization of learnings will be encouraged in terms of models derived from applied behavioral science, but additional emphasis will be placed on viewing these models in terms of their significance as theological models, i.e., ways of conceptualizing such process issues

as acceptance, forgiveness, judgment, concern, prayer, self-denial, etc., as the occasion arises. Permission of instructor is required to enter the course. Taught on the campus of Episcopal Theological School, Cambridge. *Bessie Chambers, RCSH and Frons Jozef von Beeck, S.J.*

**Th 600 Theology/Religious Education (F; 3)**

A seminar designed for candidates for the M.Ed. in Religious Education. The work of leading thinkers on religious education is examined to uncover the theological concepts which undergrid their theories. *Carl Armbruster*

**Th 602 Special Projects in Religious Education I (F; 3)**

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor. By arrangement *The Department*

**Th 603 Special Projects in Religious Education II (S; 3)**

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor. By arrangement *The Department*

**Th 605 Special Projects in Value Education I (F; 3)**

Practicum in field education, under the direction of Religious Education and Theology Department staff members. By arrangement *The Department*

**Th 606 Special Projects in Value Education II (S; 3)**

Practicum in field education, under the direction of Religious Education and Theology Department staff members. By arrangement *The Department*

**Th 610 Psychology of Value Development in the Child (F; 3)**

A study of the developing capacity to value and the influence of values on the integration of all aspects of growth, physical, social, psychological, emotional, and religious. The special problem of transmitting religiously derived values will be studied. *John R. McColl, S.J.*

**Th 612 Psychology of Value Development in the Adolescent (S; 3)**

A study of the growing capacity to value in the adolescent should lead to a better understanding of communication problems between adolescents and adults. How to help older, past-oriented values, and young, future-oriented values to help each other to be present values. Special problems with religious values will be discussed. *John R. McColl, S.J.*

**Th 615 Theological Forum I (F; 3)**

An open forum for the discussion of trends in theology. This course will be open for credit to students of all schools, and for non-credit interested persons. *The Department*

**Th 616 Theological Forum II (S; 3)**

An open forum for the discussion of trends in theology. This course will be open for credit to students of all schools, and for non-credit interested persons. *The Department*

**Th 618 Seminar in Value Development in Infancy (F; 3)**

In-depth research, seminar presentations, and discussion of the transmission of values in the home, and the transmission of values of the cultural milieu in which the family lives, particularly in infancy. *John R. McColl, S.J.*

**Th 619 Seminar in Value Development in Early Childhood (S; 3)**

In-depth research, seminar presentations, and discussion of transmission of values in the family, in day care centers, and in the cultural milieu, particularly in early childhood. *John R. McColl, S.J.*

**Th 620 Sociology of Religion (F; 3)**

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations. *Theodore Steemon, O.F.M.*



# 180 / Description of Courses

## THEOLOGY

### **Th 625 Sociology of American Religion (S; 3)**

An analysis of the American religious experience. Special attention will be given to how American society dealt with the problem of religious pluralism and diversity, the concept of civil religion, the broadening national value consensus, the American type of religious organization: Denominationalism.

*Theodore Steeman, O.F.M.*

### **Th 650 The Task of Theology (S; 3)**

This course seeks to assist the student in clarifying and criticizing his own processes of Christian understanding, and in placing proper perspective the various courses which presume to express understanding with some measure of authority and/or competence.

*Rev. Richard McBrien*

### **Th 656 Introduction to Systematic Theology (F; 3)**

Intended for graduate students and majors in theology. This course will introduce one into the method of systematic theology by a close analysis of several systematic theologians, past and present, and by involving the student in the process and options which a coherent presentation of Christianity involves.

*Rev. Richard McBrien*

### **Th 655 What is Systematic Theology? (F; 3)**

This course will treat questions on: 1) the rise and development of theology, 2) the relation between symbolic and systematic thinking in Christian life, 3) the relation between historical studies (biblical, patristic, conciliar, medieval, reformatory and modern) and systematic studies, 4) the legitimacy and need for systematics, 5) the personal requisites for doing systematics. *Fred Lawrence*

### **Th 685 The Third World and Theology of Liberation (F, S; 3)**

In that the poor countries of the world are seeking their own identity, independent of the metropolises, what is the future of Christianity? Christianity in the poor countries is a product of colonialism. For the most part, the theology of colonialism developed out of the dialogue between the third world and the metropolises. This course will be an attempt to express Christianity within the bounds of this dialogue.

*Thomos Fitzpatrick, S.J.*

### **Th 690 Problems in Christian Religious Language (F; 3)**

This seminar will deal with the philosophical, structural and some of the theological problems connected with religious language, especially its Christian variety. The following topics will be explored: the logical status of religious language, the operation of mythical language, the characteristics of ontological, liturgical, ecclesiastical, and "secular" religious language. In an accompanying series of lectures the instructor will deal with problems such as the following: Concept-language and Name-language; Visual and Oral-aural correlatives – faith as seeing and faith as hearing; Comprehension vs. Understanding in language; Buber's God-talk; Models and Mystery; the Rhetoric of the Names of Jesus; etc.

*Fronz Josef von Beeck, S.J.*

### **Th 692 Language and Liturgy (S; 3)**

An examination of pertinent topics involving linguistic as well as non-verbal symbolism in liturgical and poetic-religious contexts including translation, hymnography, liturgical reform and experimentation, the evaluation of liturgical form, and the unique linguistic problems of Eastern Churches in the West. Some individual research is required.

Offered triennially

*Michael J. Connolly*

### **Th 699 Readings and Research (F, S; 3, 3)**

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for

gaining the consent of the professor for such a program; and such programs are limited in number.

*The Department*

### **Th 701 Guided Research in Education as Service (F, S; 3)**

Project design and implementation in an occupational context, under the direction of a faculty advisor. Open only to candidates in the Religious Education program.

By Arrangement

*The Department*

### **Th 702 Directed Service and Educational Projects (F, S; 3)**

Readings, Research, and/or project implementation under the direction of a faculty advisor. Open only to candidates in the Religious Education program.

By Arrangement

*The Department*

### **Th 731 Theory and Practice in Religious Education (S; 3)**

A seminar designed for candidates for the M.Ed. in Religious Education. Students, individually, or in teams, may study a theoretical (Theological or educational) question, investigate a practical issue (e.g. evaluation of texts and programs), and make field trips. Presentations may be made by students, guest lecturers, or both.

*Corl Armbruster*

### **Th 824 Seminar on Parsons (F; 3)**

Course description to be announced. *Theodore Steeman, O.F.M.*

### **Th 875 Religious Literature of the Seventeenth Century (F; 3)**

A seminar intended for advanced students of English and Theology. Limited to fifteen students.

*Gerold Crogg*

### **Th 950 God – Language (F; 3)**

An analysis "on the boundary" of philosophy and theology. The course will begin with a critique of some usages of "God" in modern and contemporary philosophy. It will be an experiment in breaking out of spatial imaging and conceptualizing. The course is intended to be a communal effort toward creating a language of becoming.

*Mary Doly*

### **Th 955 Human Being – in-the-World (S; 3)**

Epistemological problems. An analysis of restrictions upon thinking-imaging – being enforced through inherited language structures. The class will study selected writings in modern and contemporary philosophy and will itself be a process of trying to overcome the rigidities of hierarchical and dualistic thought patterns.

*Mory Doly*

### **Th 983 Graduate Colloquium I (F; 3)**

This seminar is open only to students in the Joint Doctoral Program.

*The Department*

### **Th 984 Graduate Colloquium II (S; 3)**

This seminar is open only to students in the Joint Doctoral Program.

*The Department*

### **Th 990 Theological Research I (F; 3)**

Introduction for doctoral students into fields, bibliographical resources, and general methods of the fields of Theology.

*The Department*

### **Th 991 Theological Research II (S; 3)**

Introduction for doctoral students into fields, bibliographical resources, and general methods of the fields of Theology.

*The Department*

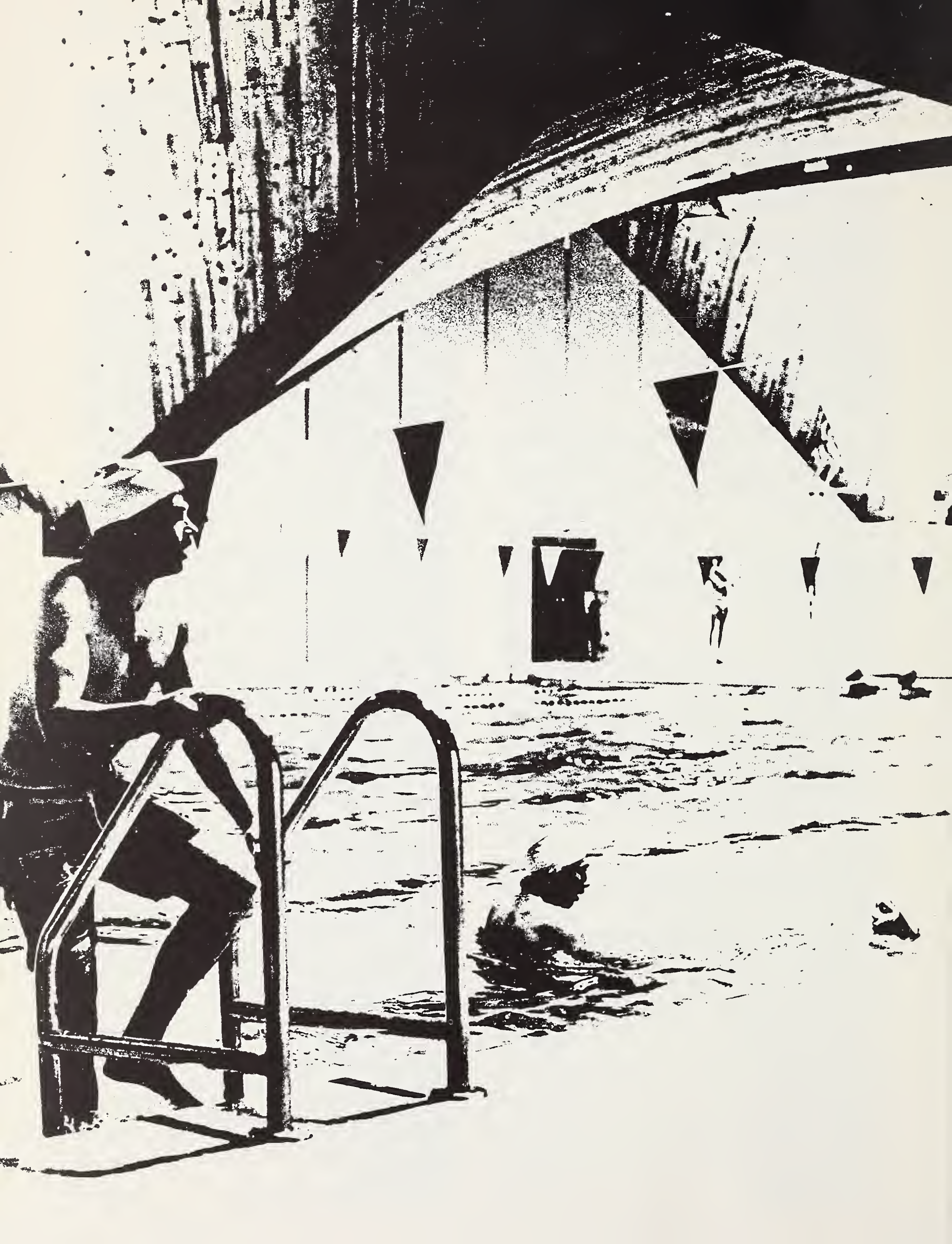


# Directory and Office Locations

<b>Accounting Department</b>		
Arthur Glynn, Choirmon	Fulton	315
<b>Administrative Sciences Department</b>		
Walter Klein, Choirmon	Fulton	406
<b>Admissions</b>		
Undergraduate: John Maguire, Director	Gasson	201
Graduate: Department Chairmen		
<b>Arts and Sciences</b>		
James Skehan, S.J., Acting Deon	Gasson	103
Henry McMahon, Associate Deon	Gasson	105
Thomas Wangler, Acting Associate Deon	Gasson	105
<b>Biology Department</b>		
Donald Plocke, S.J., Choirman	Higgins	321
<b>Center for East Europe, Russia and Asia</b>		
Thomas J. Blakeley, Director	Carney	201
<b>Chemistry Department</b>		
Robert O'Malley, Choirmon	Devlin	223B
<b>Classical Studies Department</b>		
David Gill, S.J., Acting Choirmon	Carney	122
<b>Computer Sciences Department</b>		
John Neuhauser, Choirmon	Fulton	406
<b>Counselor Education and Counseling</b>		
<b>Psychology Program</b>		
William Cottle, Director	McGuinn	314
<b>Counselors</b>		
Edgar Grossman	Fulton	214A
John Hennessey	Gasson	114
Weston Jenks	Gasson	114
Albert Jurgela	Fulton	205
George Lawlor, S.J.	Fulton	205
Dorothy Mahoney	Campion	104B
Christine Merkle	Cushing	103
David Smith	Gasson	114
Eugene Taylor	Campion	104B
<b>Curriculum and Instruction Program</b>		
John Savage, Director	Campion	312
Coordinators:		
Early Childhood Education, Eva Neumann	Campion	200A
Elementary Education, Lillian Buckley	Campion	205C
Media Specialist, Fred Pula	Campion	10
Reading Specialist, John Savage	Campion	312
Science Education, George Ladd	Campion	215
Secondary Education, Edward B. Smith	Campion	115
Urban Education, Charles F. Smith	Campion	205
<b>Economics Department</b>		
Harold Petersen, Choirmon	Carney	132
<b>Education</b>		
Lester Przewlocki, Deon	Campion	100
Mary Griffin, Groduote Associate Deon	Campion	103
Raymond Martin, Undergroduote Associate Dean	Campion	301
<b>Educational Administration and Supervision Program</b>		
William Griffin, Director	McGuinn	604
<b>Educational Psychology Program</b>		
John Dacey, Director	Campion	213
<b>Educational Research, Measurement and Evaluation Program</b>		
Ronald Nuttal, Director	McGuinn	510
<b>Finance Department</b>		
Walter Greaney, Choirmon	Fulton	310
<b>Financial Aid</b>		
Stephen Collins, Director	Gasson	209
<b>English Department</b>		
Andrew Von Hendy, Choirmon	Carney	438
<b>Evening College</b>		
James Woods, S.J., Deon	Fulton	317
<b>Film Study Program</b>		
Gus Jacacci, Director	Lyons	132B

<b>Fine Arts Department</b>		
Josephine von Henneberg, Chairmon	Hovey House	
<b>General Business Program</b>		
Frank Campanella, Director	Fulton	310
<b>Geology and Geophysics Department</b>		
George Brown, Choirmon	Devlin	209
<b>Germanic Studies Department</b>		
Heinz Bluhm, Choirmon	Carney	325
<b>Graduate Arts and Sciences</b>		
Donald White, Deon	McGuinn	221
George Fuir, S.J., Associate Deon	McGuinn	221
<b>Higher Education Program</b>		
Michael Anello, Director	Campion	214
<b>History Department</b>		
John Heineman, Chairman	Carney	115
<b>History and Philosophy of Education Program</b>		
Edward Power, Director	Campion	313
<b>Honors Programs</b>		
Arts and Sciences: Albert Folkard	Lyons	132B
Education: Associate Deon Raymond Martin	Campion	301
Management: James Bowditch	Fulton	215
Nursing: Eileen Hodgman	Cushing	339E
<b>Housing</b>		
Kevin Duffy, Director	McElroy	227
<b>Law School</b>		
Richard Huber, Dean	More Hall	
<b>Law Department</b>		
William Hickey, Choirmon	Fulton	316
<b>Management</b>		
Albert Kelley, Deon	Fulton	405
Christopher Flynn, Associate Deon	Fulton	314
Richard Maffei, Associate Deon	Fulton	306
Raymond Keyes, Groduote Assistant Deon	Fulton	306
Justin Cronin, Undergroduote Assistant Deon	Fulton	304
<b>Marketing Department</b>		
Joseph D. O'Brien, Choirmon	Fulton	210
<b>Mathematics Department</b>		
Joseph Sullivan, Choirmon	Carney	317
<b>Music Program</b>		
Henry McMahon, Acting Choirmon	Gasson	106
<b>Nursing</b>		
Mary Dineen, Dean	Cushing	203
<b>Nursing: Master's Program</b>		
Anne Kibrick, Choirman	Cushing	211
<b>Organizational Studies Program</b>		
Edgar Huse, Director	Fulton	217
<b>Philosophy Department</b>		
Joseph Flanagan, S.J., Chairmon	Carney	272
<b>Physics Department</b>		
Robert Carovillano, Choirmon	Higgins	355
<b>Political Science Department</b>		
David Lowenthal, Choirmon	McGuinn	200
<b>Psychology Department</b>		
Norman Berkowitz, Choirmon	McGuinn	349
<b>Religious Education Program</b>		
John McCall, S.J., Director	Carney	469
<b>Romance Languages and Literatures Department</b>		
Enrique Ojeda, Choirmon	Carney	334
<b>Slavic and Eastern Languages Department</b>		
Michael Connolly, Chairman	Carney	236
<b>Social Work Graduate School</b>		
Edmund Burke, Deon	McGuinn	132
<b>Sociology Department</b>		
Michael Malec, Choirmon	McGuinn	416
<b>Special Education and Rehabilitation Program</b>		
John Eichorn, Director	McGuinn	B15
<b>Speech Communication and Theatre Department</b>		
John Lawton, Choirman	Lyons	401
<b>Summer Session</b>		
George Fuir, S.J., Deon	McGuinn	401
<b>Theology Department</b>		
Thomas O'Malley, S.J., Choirmon	Carney	404









*Campus of*  
**BOSTON COLLEGE**

TOWNHOUSES  
SHAW HOUSE  
KOSTKA HALL  
GONZAGA HALL  
CLAYTON HALL  
LOYOLA HALL  
XAVIER HALL  
FENWICK HALL

O'CONNELL HALL  
CHEVERUS HALL  
FITZPATRICK HALL  
HAMMOND STREET (ONE WAY)

WELCH HALL  
LIAMS  
OLD COLONY  
OLD COLONY RD.  
MAYFLOWER RD.

RONCALLI HALL  
MELODY COMMONS  
PARKING  
COLLEGE RD.

McGUINN HALL  
CARNEY FACULTY CENTER  
FULTON HALL  
LYONS HALL

CAMPION HALL  
CUSHING HALL  
DEVILIN HALL  
GASSON HALL  
PARKING

ROBERTS CENTER  
SERVICE BLDG.  
HIGGINS HALL  
MEHUGH FORUM  
TENNIS COURTS

ALUMNI STADIUM  
TRACK & FIELD  
ATHLETIC COMPLEX  
PARKING

COMMANDER SHEA FIELD  
WOODCOCK PARK  
PARKING

BOTOLPH HOUSE  
LAWRENCE HOUSE  
HOPKINS HOUSE  
BAPT LIBRARY  
MARY'S HALL  
NEW DORMITORIES

PHILMATHETIA CLUB  
ALUMNI HALL  
SOUTHWELL HALL  
ST. IGNATIUS CHURCH  
ST. THOMAS MORE HALL (LAW SCHOOL)

MODULAR HOUSING  
PARKING





















**Boston College**  
**Chestnut Hill, Massachusetts 02167**